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ABSTRACT

A detailed regional profile that compares rural and urban populations of seven North Central states (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin) is presented in this report. Following an overview of the report, sources, and definitions, the next eight sections discuss the region as a whole and each of the seven states by demographics, economics, education systems, and issues in state school planning. The primary data base is the U.S. Department of Commerce census. (LMI)

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A Profile of Selected Demographic, Economic and Educational Characteristics of the North Central Region, 1990

This report has been prepared by the
North Central Regional Educational Laboratory

Nancy W. Quinn
C. William Quinn

Lawrence B. Friedman, Ph.D.
Staff Project Director

The North Central Region, composed of the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin, represents the heartland of America. Its fertile soil contributed to America's reputation as breadbasket of the world, and its strategic location, vast natural resources, and mammoth manufacturing capacity made the Region preeminent during the industrial era. It is now home to over 20% of the nation's population, and 20% of the nation's public school students, who live in a contrasting variety of settings ranging from large metropolitan centers to isolated rural communities. The people of the heartland represent a rich diversity of cultural, racial, and ethnic groups.

In this report, NCREL assembled a detailed Regional profile comparing rural and urban populations—first in the region and then by state and across states. This Profile first discusses the Region as a whole and then each state separately by their demographics, economics, education systems, and issues in state school planning.

If educational policymakers are to make sound decisions in these challenging times, marked by competing needs and resources, they must first know their constituents, their schools and communities. They need sound information to develop educational policies that deal with both commonalities and differences within their own states. While this information has always been available from a diversity of data sources, much of it has never been gathered into one source document.

It is our hope that this Profile, which is one of many services available from the Laboratory, contributes to the knowledge base for formulating policy that equitably and effectively increases educational opportunities for all of the Region's students.

As you are aware, the 1990 census data will not be available on a district level until sometime next year. NCREL is interested in updating this profile when the new figures are available if you feel this new information would be of value to you. We would like to hear your thoughts.

Jeri Nowakowski

Jeri Nowakowski
Executive Director

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THE NORTH CENTRAL REGION

The North Central Region is composed of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. It is served by the North Central Regional Educational Laboratory (NCREL).

This report is a description of the North Central Region. It presents information regarding the Region as a whole and the individual seven states which compose it. It also addresses the status of rural and urban education in the Region and in each of the states.

The following introduction is an overview of the report. This description is followed by brief explanations of the sources used. Then terms are presented which may be helpful in understanding the report.

This report is divided into eight sections. The first section describes the entire Region in terms of its demographics, economy, and education. For each of these three subjects, information is provided regarding specific rural and urban issues and populations which might be at risk.

Following the Region report is a profile of each of the states in the NCREL Region. The state profiles follow the same general format as the Region report, discussing the demographics, economy, and education in each of the states. The profiles also address these issues as they relate to the state as a whole and then to the state's rural and urban populations.

Sources

Information sources are listed at the end of each of the eight sections of the report. Information on the population is usually obtained directly or indirectly from the Federal Government. There are several basic sources of Government information. The Census, the Current Population Reports, the County and City Data Books, and various reports on the geographic areas all help to provide a picture of the area: its demographics, economy, and education. Other information sources are also used for economic and for education information. Previously published NCREL reports are also used and are referenced as they are titled.

The Census is the foundation data base for this report for several reasons. It is generally the most accurate and comprehensive count of the population. Several sources of Census information are available, in both computer tape form and books. The great number of analyses done on the detailed Census information makes it the best source for many types of information, even though by now the information is dated. For some kinds of detail, there simply are no other sources available. In some cases, 1980 data is used in the report in order to give context to information for which there is no other source.

The Current Population Reports present similar, but not exactly the same, information as the Census. They are taken yearly or every other year, and are based upon a sample of the population. The information is often given in great detail; however, the numbers and percentages are often given for the nation as a whole and not for individual states. Therefore, it is helpful in forming a perspective of national issues, but not as helpful in determining the unique standing of the Region.

Another useful resource are the County and City Data Book 1988 and 1983. This books are a compilation of data from several Governmental agencies. Many of the tables in these books are based upon samples. However, for most purposes the sample information will be accurate to within a few percent of the total population surveyed.

As well as the above sources, economic information has also been obtained from several other government sources. The Economic Research Service has been very helpful in providing information.

Education information has been obtained from the 1987-88 Common Core of Data. This computer data set, collected by the Department of Education, provided not only numbers of children for a variety of categories, but also a breakdown by rural and urban populations. Other information was obtained from the Digest of Education Statistics 1988 and 1989, state department publications, and various printed reports.

Definitions

The following definitions will be helpful to the reader in understanding the geographic Regions and population subgroups treated in this text.

Region versus Midwest. This entire report refers to the NCREL Region. Any reference to the "Region," with a capital "R," refers collectively to the seven states in the NCREL Region. On occasion, however, some information is given regarding the Midwest, a geographic area which includes other states in addition to the seven in the NCREL Region. This information is included when important information is not available on just the NCREL Region or individually on the seven states in the Region. In all such cases, the term "Midwest" is used for that group of states. When the sources have listed the states involved in that grouping, those will be noted. Otherwise, it will be assumed that the term will be that which is commonly understood, i.e., to include Missouri, Nebraska, Kansas, and the Dakotas, as well as the seven states in the NCREL Region.

SMSA. For use in the 1980 Census, a Standard Metropolitan Statistical Area was defined as including at least (1) one central city with 50,000 or more inhabitants or (2) a central city with at least 25,000 inhabitants with two special conditions. First, the city's population taken together with that of contiguous places must total at least 50,000 inhabitants who are tied together economically and socially. Second, the county or counties in which these places are located must have at least 75,000 inhabitants.

Metropolitan and central city. "Metropolitan" refers to the population residing in SMSAs and "non-metropolitan" refers to persons not residing in SMSAs, even though they may live in a city. The metropolitan population is subdivided as "inside central city" and "outside central city" or urban fringe. "Central city" does not include rural areas which have, in some cases, been annexed to cities.

Urban versus rural. The sources used refer to two basic descriptions of populations in the cities and in the rural areas: urban/rural and metro/non-metro. The Census is the only source which uses the definitions "rural" and "urban." Under this nomenclature, "urban" refers to every urbanized area and places of 2,500 or more. Urban areas include people living in cities and towns, but not those in fringe rural areas. "Urban" also includes areas which are contiguous to cities and which have a population of 50,000 or more. All other populations are rural--areas with under 2,500 people which are beyond easy commuting distance from a city.

The second scheme for differentiating urban from rural uses the terms "metro" and "non-metro." Metro, as explained above, refers to a central city of 50,000 or more. It may include counties surrounding the central city which are tied to it economically and socially, and which are within commuting distance. This group of counties is termed an SMSA--Standard Metropolitan Statistical Area. This group is also called a metropolitan population. The population living outside SMSAs constitutes the non-metropolitan population.

Single mothers. The definition of "single mother" used in this report is "female householder with no spouse present, and with children who are under the age of 18." Of course, a single mother may be legally married and yet be living without her spouse. Single females without children or with children who are all 18 years old or older are not included in this group of women. As used in this report, the terms "single mother" and "single females with dependent children" are synonymous.

Ethnic groups. For Census information, the term "American Indian" includes the Aleutian Islanders and Eskimos. The term "Asian" includes Pacific Islanders and Indochinese, as well as Japanese, Koreans, and Chinese. The term "Hispanic" may include any race. Therefore, in some Census sources, those of Hispanic origin may also be double-counted as black, American Indian, or Asian. In cases where Hispanic residents may also be listed under a race designation, the percentages may total more than 100.

Economic terms. The term "poverty" in this report is used to describe a level of "the receipt of money income before taxes." For the 1980 Census, poverty was considered a subsistence annual cash income of $11,203 for a family of four. The term did not consider the relative nature of deprivation; that is, people being considered poor who had less than the general population around them (USDC, 1988b). Nor does the use of this term address the complex economic, social, and emotional nature of poverty. The Census reports from which much of the poverty information was obtained give the caution that income from wages or salary is reported more accurately than is income from other sources. In general, when there are inaccuracies in income reported, total income is more likely to be underreported than overreported.

In some cases, the discussion of poverty in large cities uses the term "poverty areas." These areas are based upon Census tracts (small geographic divisions) in metropolitan or minor divisions in which 20% or more of the population was below poverty level in 1979 as reported on the 1980 Census (USDC, 1987). In the U.S. in 1988, 41% of the poor lived in areas of high poverty concentration. Almost 60% lived in central cities, 27% lived outside metropolitan areas, and 14% lived in suburban areas (USDC, 1988b).

"Money income" refers to wages and salaries, retirement incomes, and self-employment income. "Personal income" refers to income from all sources, including bonuses, rental income, dividends, personal interest income, and transfer payments.

The term "householder" refers to "the person who occupies a housing unit," meaning a room, group of rooms, apartment, or house which provides separate living quarters.

"Economic Sector Dependency" refers to a minimum standard regarding sources of incomes for workers and proprietors in a geographic area. If the minimum amount of income in a county results from a certain type of economic activity, the county is said to be dependent upon that activity, or "sector." The Economic Research Service of the U.S. Department of Agriculture types non-metro counties using the following criteria:

> Agricultural dependence: A non-metro county is typed as agricultural if farming contributed a weighted annual average of 20% or more to total labor and proprietor income from 1975 to 1979.
>
> Manufacturing dependence: A non-metro county is considered to be dependent on manufacturing if manufacturing contributes 30% or more to total labor and proprietor income in 1979.
>
> Mining dependence: A non-metro county is dependent on mining if mining contributes 20% or more to total labor and proprietor income in 1979.

Government dependence: A government-dependent non-metro county is a county in which local, state, and federal payrolls contribute 25% or more to total labor and proprietor income in 1979.

THE SEVEN STATES CONSIDERED TOGETHER

The North Central Region includes Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. It is bordered by Canada and the Great Lakes to the north and northeast of the Region. On the east is Pennsylvania and West Virginia. To the south is Kentucky and Missouri. Finally, the western border is formed with Nebraska and the Dakotas.

Located in the heartland of America, the states in the Region compose a large portion of the agricultural "breadbasket" of the country. And with many natural resources and advantages of location, several of the Region's cities have developed into major business and manufacturing centers. The Region has both rural areas and densely populated, large cities. While the people in these two diverse situations--rural and very urban--are different in some respects, they nevertheless have much in common in terms of their educational and life opportunities and needs.

This report will discuss the Region in terms of its demographics, economy, and education. Within each of these subjects, the issues related to rural and urban populations are further explored.

Demographics of the North Central Region

Population numbers and trends in the nation and the Region are presented in the following section. Then, discussions regarding age distribution, family structure, poverty, and educational attainment for the Region will follow. Following this overview for the Region, these topics will be presented again with explanations of how they apply in rural and urban settings.

Population

The Region is home to one in every five Americans. According to the 1980 Census, the total population of the NCREL Region was over 48-1/2 million people. The exact figure was more than 21% of the national population of 226,542,203. The Census population information is provided in Table 1. (While the 1980 Census figures are dated, they are presented here to provide a background for the further information presented in this report.) Illinois, Ohio, and Michigan had not only the more populated states in the Region, they are also the most urban. Iowa and Minnesota are the least populated, as well as the most rural.

Table 1. Region Population 1980 and 1986

State	Population, 1980	Population, 1986
Illinois	11,426,518	11,552,000
Indiana	5,490,224	5,504,000
Iowa	2,913,808	2,851,000
Michigan	9,262,078	9,145,000
Minnesota	4,075,970	4,214,000
Ohio	10,797,630	10,752,000
Wisconsin	4,705,767	4,785,000
Region Totals	48,671,995	48,803,000

Source: USDC, 1983 and 1988.

The 1986 population figures demonstrate the lack of growth which has been characteristic of the Region since the late 60s (NCREL, 1989). All seven of the Region's states had negligible increases in population between 1980 and 1986. The Census Bureau has approximated the 1986 population of the Region as 48,803,000. While this total represents an increase over 1980, the percentage of the nation's population living in the Region was one percent lower in 1986 than in 1980--20% in 1986, 21% in 1980 (USDC, 1988a).

The North Central Region includes some of the nation's most populous states. Indeed, half of the population of the nation resides in only nine of the fifty states, and three of those states are in the NCREL Region: (6th) Illinois, (7th) Ohio, and (8th) Michigan (Hodgkinson, 1989).

In the 1986 population estimates, Illinois lead the Region with a population of 11,552,000, followed by Ohio at 10,752,000, and Michigan at 9,145,000. Within the Region a second cluster of less populous states was formed by Indiana with 5,504,000, Wisconsin with 4,785,000, and Minnesota with 4,214,000. The least populated state in the Region was Iowa, which had not yet topped three million in 1986 (2,851,000) (USDC, 1988a).

Population estimates made after the last Census indicate that from 1980 to 1986 the numbers in the Region increased only 131,000. (See Table 2.) According to the Current Population Report although there were more births than deaths the Region, the area also experienced significant outmigration. This lack of growth was not unusual in the nation as a whole; the only rapid growth areas have occurred in the South and the West (USDC, 1989a).

As Table 2 indicates, Iowa has had the highest percentage attrition in the Region from 1980 to 1986, followed by Michigan and Ohio. Minnesota had the highest percentage gains. (To keep perspective, it is worth noting that any of these changes are much smaller than the losses the area felt during the 60s.)

Table 2. Population Change 1980-1986

State	Regional Net Migration	Births	Deaths	Net Change (Number)	Net Change (Percent)
Illinois	-377,000	1,139,000	637,000	126,000	1.1
Indiana	-206,000	516,000	297,000	13,000	0.2
Iowa	-166,000	274,000	171,000	-63,000	-2.2
Michigan	-503,000	863,000	477,000	-117,000	-1.3
Minnesota	- 72,000	421,000	211,000	138,000	3.4
Ohio	-452,000	1,015,000	609,000	-45,000	-0.4
Wisconsin	-125,000	460,000	256,000	79,000	1.7
Region Total	-1,901,000	4,688,000	2,658,000	131,000	0.3

Source: USDC, 1988.

Table 3. Area and Population of the North Central Region Based upon 1987 Estimates

State	Total Persons	Land Area (Square Miles)	Persons Per Square Mile
Illinois	11,582,000	55,645	208.1
Indiana	5,531,000	35,932	154.0
Iowa	2,834,000	55,965	50.6
Michigan	9,200,000	56,954	161.5
Minnesota	4,246,000	79,548	53.4
Ohio	10,784,000	41,004	263.0
Wisconsin	4,807,000	54,426	88.3
Region	48,984,000	379,474	129.1

Source: USDC, 1989.

Population Density

The most densely populated states are the industrialized and urbanized states of Ohio and Illinois. Michigan and Indiana are a mixture of both and fall in the middle for density. The most rural states--Iowa, Minnesota, and Wisconsin--have the smallest density. (See Table 3.)

Comparisons between the 1970 Census and 1980 Census data indicate that population density increased only slightly in the Region over that decade. All states but one gained in density, from .4 to 5.8 persons per square mile.

Ethnic Minorities

The population of our nation is not growing uniformly among all racial and ethnic groups. Cubans and whites have the lowest birthrates per female (1.3 and 1.7, respectively). Since a figure of 2.1 births per female is required to maintain a population level, it appears that the proportion of these groups to the total population will decline in coming years. Blacks and Mexican-Americans, on the other hand, have higher birth rates per female (2.4 and 2.9, respectively). These groups will become an increasingly larger percentage of the total population in coming years (Hodgkinson, 1985).

Nationally, the black population has grown faster than either the white population or the total population. Blacks made up 9% of the Midwest population in 1988 and will increase that percentage in coming years. The higher birthrate of blacks, combined with the declining birthrate of whites, will produce this change. In 1988 there was a higher percentage of all blacks who were children, 33%, than of whites who were children, 25% (USDC, 1989a). Table 4 presents, by state, the Region's percentage of population by ethnic sub-groups in 1980 when such detailed figures were last available.

Table 4. Percentage of Population by Ethnic Group, 1980

State	White	Black	American Indian	Asian	Hispanic
Illinois	81.11	14.65	.17	1.51	5.55
Indiana	91.23	7.55	.18	.44	1.58
Iowa	97.51	1.45	.22	.48	.90
Michigan	85.22	12.93	.48	.68	1.70
Minnesota	96.71	1.28	.90	.79	.79
Ohio	88.97	9.97	.14	.49	1.11
Wisconsin	94.48	3.89	.65	.47	1.33

Source: USDC, 1983.

Asian-Americans comprise a small percentage of the American population, but they are important to mention because of their recent rapid growth as a percentage of the population. Approximately 44% of the immigrants coming into the country in the early 80s were Asian. Immigrants from Japan usually speak English, while Asians from other countries rarely do (Hodgkinson, 1985). This is important to the states in which they settle. Wisconsin, for example, has the second largest population of Hmong in the nation. There are other small pocket areas in the NCREL Region which have had local influxes of immigration. For instance, Ohio has had immigrants from the U.S.S.R. in the last few years. Each of these immigrant groups has special educational needs.

The 1988 figures listed in the Statistical Abstract 1989 confirm that, in the region, the black population continues to increase in proportion to the total population. The other non-white groups generally have increased, although there is some variance according to the state. Population projections for the year 2000 show how blacks will become a larger proportion of all states in the Region. (See Table 5.)

Table 5. Population Projections by Ethnicity for 1990 and 2000

	White Population		Black Population	
State	1990	2000	1990	2000
Illinois	81.3%	79.2%	16.1%	17.5%
Indiana	90.6%	89.5%	8.4%	9.3%
Iowa	97.2%	96.6%	1.9%	2.3%
Michigan	83.7%	81.5%	14.6%	16.2%
Minnesota	95.7%	94.7%	1.6%	1.7%
Ohio	88.0%	86.8%	11.0%	12.0%
Wisconsin	93.6%	92.3%	4.8%	5.7%

Source: USDC, 1989b.

Regional Age Trends

The age distribution in the Region has been changing in a pattern consistent with the national trends. Following the national pattern, the population of the Region has become generally older than it was in 1970, for all groups: the total population, rural population, and urban population.

The median age in the nation was 30 in 1980 and 32.1 years in 1987 (USDC, 1989a). The Region has a somewhat younger median age than the nation as a whole. However, the median Regional age is increasing along with the national median age.

The median age in the NCREL Region was 27.6 in 1970, and 29.5 in 1980; during this ten year span the typical age increased almost two full years. The same pattern was observed for the rural population of the Region. In 1970 the rural median age was 27.9, while in 1980 the rural population was an average age of 29.9 years. Over these years the rural age was about one-third of a year older than the general population. (See Table 6.) In the Region, Iowa had the highest median age of 30 years in 1980 (NCREL, 1989).

Table 6. Median Age in the NCREL Region

State	Total, 1970	Total, 1980	Net Change
Illinois	28.6	29.9	1.3
Indiana	27.2	29.2	2.0
Iowa	28.8	30.0	1.2
Michigan	26.3	28.9	2.6
Minnesota	26.8	29.3	2.5
Ohio	28.6	29.9	1.3
Wisconsin	27.2	29.4	2.2

Source: NCREL, 1989

Age distribution. Nationally, the proportion in the adult age groups in the country grew through the 70s, while the proportion of children diminished. Comparing the 1970 Census information with the 1980 Census, the states in the Region evidenced the same changes as the nation. As the information in Table 7 indicates, the percentage of older residents has increased while the percentage of children in the population has declined. The greatest decline, overall, was in the 5-17 age group (a decline of 5.2%). There was less change in the 0-4 group (a decline of 1.3%).

The adult, working age population, is, of course, the largest group in the nation, followed by school-aged children. Retirees are next, and the smallest group is young children under 5. In the Region during 1980, the 18- to 64-year group accounted for 61% of the population, and the retirement group, over 65, accounted for 11%. Another 21.5% were school-aged children (5-17). Approximately 7.4% of the population was pre-school age in 1980 (NCREL. 1989).

Between 1970 and 1980, Wisconsin had the greatest increase in the 18-64 age group; Illinois had the least. The increase in the older group, over 65, was from .9 to 1.4 years for the states, with the biggest change being in Ohio. From 1970 to 1980, the proportion of school-aged children (5 to 17) declined in all seven states. The greatest decline for school aged-children was in Wisconsin, which lost 5.7 percent; the smallest decline was in Minnesota, where there was a 3.6% loss. The greatest decline in preschool numbers was in Michigan, which lost 1.7% in that age group. The smallest loss, only .7%, was in Iowa (NCREL, 1989). (See Table 7.)

Table 7. Percent Age Distribution of the Population, 1970 and 1980

		Age Group			
State	Year	0-4	5-17	18-64	65+
Illinois	1970	8.4	25.7	56.0	9.8
	1980	7.4	21.1	61.5	11.0
Indiana	1970	8.8	26.7	55.1	9.5
	1980	7.6	21.9	60.8	10.7
Iowa	1970	8.3	26.3	53.1	12.4
	1980	7.6	20.8	59.2	13.3
Michigan	1970	9.1	27.6	54.9	8.5
	1980	7.4	22.3	61.3	9.8
Minnesota	1970	8.7	27.6	52.9	10.7
	1980	7.5	20.4	60.2	11.8
Ohio	1970	8.6	26.4	55.5	9.4
	1980	7.3	21.4	61.4	10.8
Wisconsin	1970	8.7	27.2	53.4	10.7
	1980	7.4	21.5	59.9	12.0

Source: NCREL, 1989. Based on 1980 U.S. Census.

Family Structure

The number and size of the households in the Region provide a glimpse into the changing nature of families. Even though population numbers have been declining in most states, the number of households has been increasing. This inverse relationship happens because of several things, among them declining birthrates, older average age, later age for marriage, increased divorce rate, and increase in the number of people living alone. As o

1985, from one-fifth to almost one-fourth of the households in the Region were single individuals. (See Table 8.)

The average household size in the region is 2.65 persons. Across all seven of the states this figure varies within only .13 persons, from 2.59 to 2.72. This figure includes many single-person households which are averaged with households containing several people.

Table 8. Number of Households in Region in 1985

State	Number in 1980	Number in 1985	% Change From 80-85	Persons Per Household	
				1980	1985
Illinois	4,045,374	4,211,000	4.1	2.76	2.67
Indiana	1,927,050	2,011,000	4.4	2.77	2.66
Iowa	1,053,033	1,076,000	2.2	2.68	2.59
Michigan	3,195,213	3,268,000	2.3	2.84	2.72
Minnesota	1,445,222	1,546,000	7.0	2.74	2.63
Ohio	3,833,828	3,965,000	3.4	2.76	2.65
Wisconsin	1,652,261	1,752,000	6.0	2.77	2.65

Source: USDC, 1983 and 1988.

From 7% to 11% of the above households were headed by females with no spouse present. At least a quarter of a million women in each of the three most populated states are single mothers. The less populated states have fewer numbers of single mothers, of course. But even so, they range from 121,230 in Indiana to 47,000 in Iowa, which has the least population in the Region.

In the nation, according to 1985 figures (Snyder, 1988), about 80% of all families are headed by married couples. Next, 16.2% of all families were headed by females with no spouse. And 3.6% of all families were headed by males with no spouse. In the Region in 1980, from 80% to 87% of the families are headed by married couples. From 11% to 18% of the families were headed by women with no spouse present. Approximately 2% of the families fell into the "other" category, with males or other relatives as heads-of-household. (See Table 9.)

Table 9. Families with Children Under 18 Years

State	Number of Families With Children Under 18 Years	Percentage of Families With Children Headed by Married Couples	Percentage of Families With Children Headed by Female with No Spouse Present	Percentage of Families With Other Head of Household
Illinois	1,529,400	80.7%	16.9%	2.4%
Indiana	779,610	83.5%	14.3%	2.2%
Iowa	400,618	87.1%	11.1%	1.8%
Michigan	1,300,033	79.8%	17.8%	2.4%
Minnesota	567,118	86.5%	11.5%	2.0%
Ohio	1,491,269	82.6%	15.2%	2.2%
Wisconsin	648,344	85.0%	13.0%	2.0%

Source: USDC, 1981.

The nation has seen a rise in the number of single individuals living alone. Median age of first marriage has risen along with the divorce rate. Those two factors, along with the large percentage of widows over age 65 (50%), have produced a large number of single individuals in the nation.

The rise in singleness in America deserves a closer look because of its impact upon children. "As increases occur in divorce and in the proportion of never-married adults who bear children, a smaller proportion of children are living with two parents. The proportion living with a single parent has doubled since 1970" (USDC. 1989c). Whereas 12% of the nation's children were living with a single parent in 1970, that number had increased to 24% in 1988. Half of all black children lived with a single parent in 1988, compared with one-fifth of all white children. More children live with a divorced parent than live with a parent who never married. The numbers for all of these children living with single parents, of course, do not include children with two parents who once lived in single parent homes. It is estimated that "60% of the children born this year will spend some portion of their childhood in a one-parent situation" (USDC, 1989c).

Poverty

National. The poverty figures for the nation have fluctuated greatly in the last three decades. The poverty rate reached 22.4% in 1960. Then, through the 60s, the poverty rate hovered between 11.1 and 12.6%. In 1978 the numbers headed upward again, until the rate increased to 15.2%. Since then, both the numbers and the percentages have fallen somewhat, until by 1987 the official poverty level was 13.5% for the nation. All ethnic groups have been affected by the economics of the 70s and 80s. After adjusting for inflation, both blacks and whites had the same median income in 1987 as they had in 1979 (USDC, 1989a).

In the nation, the majority of those living in poverty are white. Blacks are next, followed by Hispanics and other races. In 1987, the poor were composed of 65.8% white, 29.8% black, and 4.5% other races, notably Asian and American Indian. Of the poor, 16.8% were Hispanic, with approximately 90% of them being counted among the white population. Although minorities have a smaller piece of the poverty totals, they nevertheless suffer disproportionately from poverty. The poverty rate for blacks is three times that of whites. Approximately 33.1% of the blacks are poor, 28.2% Hispanics, and 18.3% other races (USDC, 1989a).

Children living with single parents are more likely to have lower family incomes than are those children living with two parents. Furthermore, children living with their single mothers are more likely to live with low incomes than are children who live with their single fathers (USDC, 1989c).

Regional. The poverty figures for the Region in 1980 were lower than were the rates in the nation as a whole. The states were fairly consistent with each other in the proportion of poverty families: the low was 6.3% and the high was 8.4%. Therefore, between 6.3% and 8.4% of all families in the NCREL Region were living with incomes below poverty. The poverty figures are somewhat higher for families with children under 18 years of age. The rate for those families varied between 8.9% in Wisconsin and 12.2% in Illinois (USDC, 1981a, Table 72).

In the NCREL Region, the changes in poverty rates from 1970 to 1979 were all very small, with some states declining and others increasing. Four states had a smaller proportion of families living in poverty: Indiana, Iowa, Minnesota, and Wisconsin. The remaining three states--Illinois, Michigan, and Ohio--which are also more urban and industrial, had a larger proportion of poverty at the end of the decade. (See Table 10.)

Table 10. Percent of Families with Money Income Living Below Poverty Levels

State	% Poverty Families 1970	% Poverty 1979		% Poverty 1980 Families with Children Under 18 Years
		Families	Persons	
Illinois	7.7	8.4	11.0	12.2
Indiana	7.4	7.3	9.7	10.0
Iowa	8.9	7.5	10.1	10.0
Michigan	7.3	8.2	10.4	11.6
Minnesota	8.3	7.0	9.5	8.9
Ohio	7.6	8.0	10.3	11.3
Wisconsin	7.4	6.3	8.7	8.9

Source: USDC, 1983 and 1988

Single parents in poverty. In 1985, about 16.2% of all families in the nation were headed by females with no spouse present. In addition, 9.6% of the families of the nation had children under 18 who lived with female heads of household with no spouse present. About 4.6% had one child of their own under the age of 18 at home. Another 3.2% had two children under 18, and 1.8 had three or more children under 18 at home. These numbers have been rising over the years (Snyder, 1988).

Single parents have a more difficult time providing for children. Female householders are particularly disadvantaged. The Region reflects the national figures in this regard.

When the families living in poverty are counted, it becomes apparent that women living without a spouse have a great struggle. In a national estimate for 1986 and 1987, more than half of the families in poverty were single-parent households with female heads of household. Only 12% of the families headed by single women were not living in poverty. These indicators of "the feminization of poverty" have direct implications for children (USDC, 1989a).

In the NCREL Region, a large percentage of women who have no husband present and who have children at home live below poverty levels. While the percentage in 1980 was not half, as the national average, it was still sizeable. From 32% to 42% of the women in the Region alone with children under 18 were poor. Minnesota and Indiana had the smallest percentages of these poverty women in 1980, with 32% and 35%, respectively. Michigan and Ohio each had 40%, while Illinois had 42% for the high (USDC, 1981a). (See Table 11.)

Table 11. Single Female Householder With Children Under Age 18 in 1980

State	Total-All Incomes	Number With Incomes Under Poverty Level	Percent of Total With Poverty Income
Illinois	285,804	120,512	42%
Indiana	121,230	42,630	35%
Iowa	46,976	16,688	36%
Michigan	251,300	100,387	40%
Minnesota	68,128	21,694	32%
Ohio	249,827	101,096	40%
Wisconsin	88,903	434,273	39%
Region Total	1,112,168	434,273	39%

Source: Author calculations from USDC, 1981, Table 72

Children in poverty. Along with ethnic groups, children also suffer from poverty in disproportionate numbers. According to the 1980 Census figures, more children live in poverty than do adults. When these percentages of children living in poverty are compared to the percentages of all persons living in poverty, it appears that children are disproportionately poor. The children of our country now constitute 40% of the poverty group (USDC, 1989a).

Looking at the total population, between 10% and 15% of all children under age 18 were living in poverty in 1980. The highest percentage occurred in Illinois, where 15% of all children under 18 were living under poverty levels. Minnesota and Wisconsin had the smallest percentages of poverty children at that time, both with 10%. If preschool children are not counted, leaving only children aged 5 to 17 at that time, the percentages are slightly smaller and the pattern between states is the same. Illinois had 14% of its 5- to 17-year-olds living in poverty; Minnesota and Wisconsin had 9% and 10%, respectively. (See Table 12.)

Children of school age in 1980, between the ages of 5 and 17, had within 1% of the poverty rate of all children under age 18. Approximately 14% of the school age children in Illinois were living below the poverty level in 1980. Another 12% were in poverty in Michigan and Ohio. Indiana and Iowa each had 11% poverty rates for this group, and Wisconsin and Minnesota had 10% and 9%, respectively. (See Table 12.)

Table 12. Related Children Under Age 18--Percent Living in Poverty in 1980

State	Percent of Children in Poverty	Percent of All Persons in Poverty	Difference in Percents
Illinois	15.0%	11.0%	4.0%
Indiana	11.9%	9.7%	2.2%
Iowa	11.5%	10.1%	1.4%
Michigan	13.3%	10.4%	2.9%
Minnesota	10.2%	9.5%	0.7%
Ohio	13.2%	10.3%	2.9%
Wisconsin	10.4%	8.7%	1.7%

Source: Author calculations from USDC, 1981.

Educational Attainment

Nearly seven out of ten people in the Region over the age of 25 have completed 12 years or more of school. The percentages of people in the nation who have graduated from high school have generally risen throughout the century. According to the U.S. Department of the Census (1989a), "The proportion of persons 25 years old and over who are high school graduates reached an all-time high of 76 percent in 1988, compared with 24 percent in 1940." The younger generations in an area at a given point in time are more likely to have attained a high school education than are the older generations. Their increased opportunity and need for education, along with the attrition of older adults, has led to the improvement of attainment figures.

The states in the Region have reflected the improvement in high school attainment that has been characteristic of the nation as a whole. In the Region, 68.8% of the population over age 25 completed twelve years of education or more (based on the 1980 Census). Minnesota had the highest percentage of graduates above age 25 (73.1%), and Indiana had the smallest (66.3%). Table 13 presents the percentages for each state in the Region.

Table 13. Population Age 25 or Older with 12 or More Years of Education

State	1970 Percent	1980 Percent	1970-1980 Difference
Illinois	52.6	66.5	13.9
Indiana	49.1	66.3	17.2
Iowa	55.3	71.5	16.2
Michigan	48.4	68.0	19.6
Minnesota	53.1	73.1	20.0
Ohio	49.3	67.0	17.7
Wisconsin	50.5	69.6	19.1

Source: NCREL, 1989.

The numbers of adults who have had 12 years of school increased between 1970 and 1980 in the Region and in every state. The unweighted net increase overall in the Region was 17.7% for those years. Minnesota saw the biggest jump in percentage, rising from 53.1% to 73.1% in the ten years between Censuses. The Minnesota figures were the lowest in the Region in 1970. By 1980, they had became the leader in the Region. Illinois had the smallest change, starting in 1970 with 52.6% (the third highest in the Region) and ending in 1980 with 66.7% (NCREL, 1989).

Dropout rate. Gone are the days when a living wage could be earned without a high school diploma. We no longer can survive without this most basic of preparation. Not completing high school is devastating in today's economy; it is a formula for enduring poverty. Not only individuals pay the price for dropping out: society is also affected. The costs of welfare and unemployment are greater, as are the poverty rates. Approximately 82% of the prisoners in American jails are high school dropouts (Hodgkinson, 1985). Society is also affected by potentially available workers who are underprepared. There are many reasons to be concerned about dropout and graduation rates.

There are two ways to look at the high school completion issue: dropout rates and graduation rates. Both dropout rates and graduation rates are likely to be inaccurate. The dropout numbers are even more difficult to track than the graduation numbers, however. Even so, it is worth looking at what information is available for both measures to develop a scenario of what is happening to children in the schools.

Information on dropping out and school completion is hard to come by. As Cattarall stated, "The scramble for information on dropouts has yielded a unanimous verdict that we do not do a very good job of collecting and reporting dropout statistics. There are a lot of reasons for this, including the high geographical mobility of students and their families, the understandable unwillingness of schools to incur the high costs of tracking students once they leave school, the numerous definitional issues that are resolved individually and idiosyncratically by states and school districts, the fuzziness and intermittent nature of Census Bureau data on the topic, and so on" (Catterall, 1988b). Comparisons between state dropout figures and government attrition figures indicate that there is a serious reliability problem with dropout data.

When urban schools have intensively studied the dropout situation, they have found the rates to be actually twice what the national figures have implied they were. Chicago mounted a longitudinal study of ninth grade students from 1980-81. The results of that study found an average dropout rate of 43% across its high schools. The schools varied from 14% to 71% (Catterall, 1988b).

An analysis of the Regional data indicates that the majority of students who leave school do so in the eleventh grade. Blacks and Hispanics have a higher proportion of dropouts than whites. Hispanics also had fewer years of schooling, indicating that they dropped out at younger ages. Somewhat more males drop out than females (Catterall, 1988b). Table 14 displays the Region's sub-group patterns of dropping out of school. It focuses on the younger adult group in order to focus on recent behavior.

Table 14. Dropouts among 19-24-Year-Olds in the NCREL Region by Community Type, Race/Ethnicity, and Sex

Group Within Region	% Finishing Grade 11 or Less	Total In 19-24 Age Group In Region	Number of Dropouts In This Age Group
All	16.5	5,518,000	912,000
Urban	19.3	2,205,000	426,000
Suburb	14.4	2,295,000	330,000
Rural	15.4	1,018,000	157,000
White	14.0	4,751,000	665,000
Black	30.3	557,000	169,000
Hispanic	35.5	152,000	54,000
Male	17.9	2,720,000	487,000
Female	15.2	2,798,000	425,000

Source: Cattarall, 1988b.

Dropping out may actually be more closely related to economic class than ethnic or racial grouping. When socioeconomic status is compared, it appears that students from poverty families are three times as likely to drop out than other students. Research has found that dropout behavior is actually tied to social class more than to ethnicity. When "family income and education levels are held constant, black and Hispanic youngsters do not drop out of school any more frequently than whites. In fact, at very low levels of family income, minorities have been shown to be more likely than whites to finish school" (Catterall, 1988a).

Graduation rate. Graduation rates measure the numbers of students graduating as compared with the number entering ninth grade for any given school or district. They may or may not track individual students. Even so, the graduation rates are considered more reliable than the dropout information. The current national figures for graduation rates indicate that 70% of the high school students are completing school. The rate fell between 1972 and 1982 and then rose again by 1983. Since 1983, there are indications that it has fallen again (Catterall, 1988b).

The seven-state Region has typically had higher graduation rates than the national average. Their overall average in 1984, for instance, was 81%. That figure can be compared to the national average of 71% for the same year. According to the Common Core of Data, within the Region graduation rates that year ranged from 77% in Illinois and Michigan to 96% in Minnesota (a questionably high figure) (Catterall, 1988b). (See Table 15.)

Table 15. Graduation Rates of 9th Graders By Year of Graduation and State

State	1972	1980	1982	1983	1984	% Change 1980-84
Illinois	.78	.71	.75	.77	.77	+ 8.5
Indiana	.76	.74	.77	.78	.78	+ 5.4
Iowa	.90	.84	.86	.88	.88	+ 4.8
Michigan	.81	.71	.73	.73	.77	+ 8.5
Minnesota	.92	.85	.89	.91	.96	+12.9
Ohio	.80	.76	.78	.82	.81	+ 6.6
Wisconsin	.89	.81	.83	.84	.85	+ 4.9
7 States	.82	.76	.78	.80	.81	+ 6.6
50 States	.77	N/A	.70	.74	.71	N/A

Source: Catterall, 1988b. Based upon Common Core of Data. Rates=Diplomas granted/9th grade enrollments 3 years earlier.

Ethnic Minorities. Nationally, in 1980, approximately 75% of blacks from 25 to 34 years old had completed twelve or more years of school. By 1988 the proportion of black graduates in this age group had increased to 80%. Blacks are narrowing the education gap between themselves and whites. For both 1980 and 1988, 87% of whites completed twelve or more years of school. The proportion of blacks who completed four years of college had not changed significantly, however (USDC, 1989a).

Demographics of the Rural Population

The North Central Region is, by population, more than one-fourth rural, and an important segment of that group is based in agriculture. There are several distinguishing characteristics of the rural populations and for farm populations in particular. The following section describes the rural issues of population and other demographics. It will discuss ethnicity, age distribution, family structure, poverty, and educational attainment.

Rural Population

Approximately 28% of the Region's population is rural. Iowa is the most rural of the seven states in the Region (41.4% in 1980). Illinois is the least rural state, with a markedly smaller percentage (16.7%) of rural citizens. The exact numbers changed, of course, from 1970 to 1980, but the basically rural nature of these seven states did not. The rankings among them remained the same over the ten years. Michigan and Ohio became somewhat more rural. (NCREL, 1989; see Table 16.)

Table 16. Percent Rural Population 1970 and 1980

	1970			1980		
State	Rural	Total	Rural %	Rural	Total	Rural %
Illinois	1,884,155	11,113,976	17.0	1,907,950	11,426,518	16.7
Indiana	1,821,609	5,193,669	35.0	1,964,926	5,490,224	35.8
Iowa	1,207,971	2,824,376	42.8	1,205,576	2,913,808	41.4
Michigan	2,321,310	8,875,083	26.2	2,710,529	9,262,078	29.3
Minnesota	1,277,663	3,804,971	33.6	1,350,768	4,075,970	33.1
Ohio	2,626,242	10,652,017	24.7	2,879,371	10,797,630	26.7
Wisconsin	1,507,313	4,417,731	34.1	1,685,722	4,705,767	35.8
Region	12,646,263	46,881,823	27.0	13,704,842	48,671,995	28.2

Source: NCREL, 1989.

Farms. In 1940, approximately 20% of the nation's population lived on farms. In the 50 years since then, the farm population has declined steadily. The years from 1980 to 1986 showed a yearly loss of approximately 2.5%. (The figures for 1986 to 1987 were smaller but not statistically significant at the .90% level.) As of 1987, farm households composed just 2% of the total of all households. Half of this total farm population now lives in the Midwest (USDA-USDC, 1987).

The recession and farm problems of the late 70s and early 80s have had a great impact on the North Central Region, especially in states with a strong agricultural base. The drop in income from the farms, as well as the usual lack of employment for college-educated rural youth, has affected a decrease in population. The 1989 Population Profile of the United States indicated that Iowa, Michigan, and Ohio have all lost population since 1980. "Iowa had the biggest loss of any farm State, with a population decline of 80,000 in the 1980-87 period; it also had the highest 1980-87 rate of net outmigration of any farm State (6.7%)" (USDC, 1989a).

Ethnic Minorities in Rural Areas

In the nation, rural areas are characterized by a white population with a smaller percentage of blacks and other minorities than typically seen in the cities (USDC, 1989a, p. 36). "The total rural population, in comparison to the urban population, has more whites, fewer blacks, and fewer Hispanics" (USDA-USDC, 1987). The Region reflects the national trends in its ethnic distribution, generally. Rural areas have very little ethnic diversity. (See Table 17.)

Table 17. Ethnic Minorities in Rural Areas in 1980

State	Total Rural Population	Percent White	Percent Black	Percent American Indian	Percent Asian	Percent Hispanic Origin
Illinois	1,876,344	98.3%	1.0%	.1%	.2%	.8%
Indiana	1,965,153	99.2%	.4%	.1%	.2%	.5%
Iowa	1,205,895	99.5%	.1%	.1%	.2%	.4%
Michigan	2,710,808	97.5%	1.2%	.6%	.3%	1.1%
Minnesota	1,350,330	98.5%	.1%	1.0%	.2%	.3%
Ohio	2,837,743	98.5%	.9%	.1%	.2%	.7%
Wisconsin	1,685,722	98.6%	.2%	.9%	.2%	.5%
Region	13,631,995	99.0%	.4%	.4%	.2%	.6%

Source: Author calculations from USDC, 1981, Tables 56, 58, and 59.

Age Trends in Rural Areas

The median age of the national rural population was 32.8 in 1987. The median age for the urban population was one year younger, at 31.8. The median age for rural farm residents was markedly older than other rural and urban groups. Nationwide the median age of farm residents was 37.6 years in 1987. The national median for the non-farm population was a much younger 32.0 years (USDA-USDC, 1987).

As a special rural population, farm residents have become increasingly older than the general population. In 1920, the median age of farm residents was 20.7, lower than both the total rural population and the total population. Now farm residents are almost six years older than the general population and almost five years older than the rural, non-farm population (USDA-USDC, 1987). States which are heavily agricultural tend to have a higher median age. (See Table 18.)

Table 18. Rural and Total Region Median Age, 1970 and 1980

State	Rural 1970	Rural 1980	Rural Net Change	Total 1970	Total 1980	Total Net Change
Illinois	29.4	30.7	1.3	28.6	29.9	1.3
Indiana	27.4	29.7	2.3	27.2	29.2	2.0
Iowa	30.5	31.1	0.6	28.8	30.0	1.2
Michigan	26.1	29.0	2.9	26.3	28.9	2.6
Minnesota	28.1	29.7	1.6	26.8	29.3	2.5
Ohio	27.0	29.6	2.6	28.6	29.9	1.3
Wisconsin	27.4	29.6	2.2	27.2	29.4	2.2
Region	27.9	29.9	2.0	27.6	29.5	1.9

Source: 1980 U.S. Census, NCREL, 1989.

Age distribution. The age distribution of rural residents indicates that in 1989 about one-fourth of the population was of school age--five to seventeen years old. Another 8% was of preschool age--zero to four years old. The 1970 to 1980 comparison shows that a shrinking percentage of the population is in the preschool or school age range. In these ten years the preschool age group dropped about 1% of the population and the school age group dropped about 6% of the total population in the Region. Table 19 lists the age distributions for the Region.

Table 19. Percent Age Distribution of Rural Population, 1970 and 1980

State	Year	Age Group 0-4	5-17	18-64	65+
Illinois	1970	8.2	27.5	53.3	11.1
	1980	7.6	23.0	58.1	11.3
Indiana	1970	8.8	28.5	53.2	9.5
	1980	7.8	24.1	58.4	9.7
Iowa	1970	8.1	28.3	50.8	12.8
	1980	7.9	22.6	56.0	13.6
Michigan	1970	9.2	29.9	52.3	8.6
	1980	7.8	24.7	58.1	9.4
Minnesota	1970	8.7	30.4	49.0	11.1
	1980	8.4	24.0	54.8	12.7
Ohio	1970	8.7	29.3	53.2	8.8
	1980	7.7	24.1	58.9	9.3
Wisconsin	1970	9.0	29.1	50.1	11.2
	1980	8.0	18.4	62.0	11.5

Source: NCREL, 1989

Family Structure in Rural Areas

The percentage of families with children living in rural areas are very similar to the percentage of the population as a whole living in rural areas. In other words, families with children are as likely to live in rural areas as any place. Families with dependent children living in rural areas are somewhat more likely to have two parents present than are urban families.

Single parent families. In spite of the high percentages of two-parent families in rural areas of the Region, there are nevertheless many mothers who have children under the age of 18 and who do not have a husband present in their homes. In 1980 from 8% to 24% of all single women with children under the age of 18 lived in the rural areas of their states.

The percentages of single mothers living in rural areas of the Region parallel the percentages of general population living in rural areas. Iowa has the highest percentage of single mothers living in rural areas: 24% in 1980. Illinois had the smallest percentage, 8%. From .5% to 7.7% of the single mothers lived in very small towns whose populations were 1,000 to 2,500. Very few lived on rural farms; the numbers and percentages on rural farms were negligible at .4% to 2.1%.

Farm families. Nationally, farms have a distinctive family structure. More males than females live on farms. Farm residents are more likely to be married, 67% compared to 56% of non-farm residents. Farm families continue to have more children than the general population. However, as a result of their older age, farm residents are less likely to have children present at home, 41% compared to 50% (USDA-USDC, 1987; see Table 20).

Table 20. Families with Children Under 18 Years Living in Rural Areas in 1980

State	Percent in Rural Areas	Percent Headed by Married Couples	Percent Headed by Female Householder	Percent Headed by Other Relative
Illinois	18.4%	91.0%	7.0%	2.0%
Indiana	38.3%	91.3%	6.9%	1.8%
Iowa	42.9%	92.2%	6.1%	1.7%
Michigan	31.4%	88.6%	9.3%	2.1%
Minnesota	34.9%	92.6%	5.5%	1.9%
Ohio	28.9%	90.9%	7.3%	1.8%
Wisconsin	38.2%	91.7%	6.4%	1.9%

Source: USDC, 1981, Table 64.

Rural Poverty

Rural poverty is more common in states with a large rural and agricultural population. Poverty is particularly acute on farms in agriculturally-based states, with higher percentages of poor families living on farms than in rural areas in general or in the central cities. (See Table 21.)

Single parents in poverty. Of the single mothers living in rural areas approximately one-third were also living below poverty levels. Census data can be used to focus on female householders with no husband present, who were rearing children under the age of 18. Focusing on this group for the rural areas of the states, it appears that from 28% and 36% of these women also lived below poverty levels. When only small towns, with populations of 1,000 to 2,500 are considered, the percentages of single mothers in poverty are very similar to those for the entire rural population of each state. The rural farms, however, have the smallest percentage of single mothers. Approximately one-fourth of the single mothers on farms (a small group to begin with) also live with incomes below the poverty level. (See Table 22.)

Table 21. Poverty for Rural Families with Children Under 18 Years in 1980

	Rural Families			Farm Families		
State	All Incomes	Poverty Incomes	Percent in Poverty	All Incomes	Poverty Incomes	Percent in Poverty
Illinois	288,938	23,958	8.3%	41,040	5,068	12.3%
Indiana	307,467	23,138	7.5%	36,213	4,594	12.7%
Iowa	174,820	20,072	11.5%	56,071	10,010	17.9%
Michigan	418,796	37,347	8.9%	23,157	2,833	12.2%
Minnesota	201,258	24,227	12.0%	46,429	10,315	22.2%
Ohio	445,847	37,161	8.3%	34,710	4,152	12.0%
Wisconsin	252,419	21,924	8.7%	40,929	6,282	15.3%
Region	2,089,545	187,827	9.0%	247,310	43,254	17.5%

Source: USDC, 1981, Table 72.

Table 22. Female Householders with No Husband Present and with Related Children Under 18--Percent in Rural Areas Living in Poverty

State	Rural Areas	Cities of 1,000 to 2,500	Rural Farms
Illinois	35%	35%	23%
Indiana	28%	29%	24%
Iowa	35%	33%	25%
Michigan	36%	39%	20%
Minnesota	35%	34%	29%
Ohio	34%	37%	21%
Wisconsin	33%	33%	25%

Source: USDC, 1981, Table 72.

Rural children in poverty. From 9% to 14% of the children in rural areas of the Region lived below poverty income levels in 1980. The poverty percentages for all rural children are not always the same as for those living in towns of 1,000 to 2,500. The differences can go either direction, with small towns having more or fewer children in poverty than the rural population as a whole. The great difference shows up with children on rural farms--a larger proportion of farm children was likely to be poor. The agricultural states have the greatest variance within the rural population. Table 23 gives the information for all seven states in the Region.

Table 23. Related Children Under 18--Percent Living in Poverty in Rural Areas

State	Total--Entire State	Total--Rural	Towns 1,000 to 2,500	Rural Farms
Illinois	15%	10%	10%	14%
Indiana	12%	9%	10%	16%
Iowa	12%	13%	8%	20%
Michigan	13%	10%	13%	15%
Minnesota	10%	14%	9%	25%
Ohio	13%	10%	11%	16%
Wisconsin	10%	10%	8%	18%

Source: USDC, 1981.

When the population is further limited to school-age children, ages 5 to 17, the percentages change only slightly, if at all. These are the percentages, however, which are often used in providing Chapter 1 poverty information, and so they are presented here. (See Table 24.)

Table 24. Related Children 5-17--Percent Living in Poverty in Rural Areas

State	Total--State	Total--Rural	Towns 1,000 to 2,500	Rural Farms
Illinois	14%	9%	9%	14%
Indiana	11%	9%	9%	15%
Iowa	11%	13%	8%	19%
Michigan	12%	10%	12%	14%
Minnesota	9%	14%	8%	24%
Ohio	12%	10%	11%	15%
Wisconsin	10%	10%	7%	17%

Source: USDC, 1981.

Educational Attainment in Rural Areas

Fewer people in the rural population, over age 25, have completed twelve years of school. In 1970, 47.2% of the rural population had completed 12 years. The same year, 51.2% of the total population had. In 1980, 63.6% of the rural population of the Region had completed 12 years compared to 68.8% of the total Region population (NCREL, 1989).

Across the states, the rural population generally has a smaller proportion of people with 12 or more years of education. For instance, in Wisconsin in 1980, 69.6% of the population over age 25 had completed 12 or more years of school. In the rural population, for the same state and year, only 61.9% had completed the same amount of education.

There is substantial variance in the patterns between the states and within states between decades. For instance, Minnesota has a consistent, large difference between urban and rural populations in the rate of education. The state comparisons are listed in Table 25.

Table 25. Total Versus Rural Populations Over 25 Completing 12 or More Years of School in the NCREL Region

State	1970			1980		
	Total	Rural	Difference	Total	Rural	Difference
Illinois	52.6	46.5	6.1	66.5	65.4	1.1
Indiana	49.1	49.7	-.6	66.3	62.2	4.1
Iowa	55.3	53.1	2.2	71.5	65.8	5.7
Michigan	48.4	47.5	.9	68.0	62.8	5.2
Minnesota	53.1	43.7	9.4	73.1	60.3	12.8
Ohio	49.3	44.6	4.7	67.0	67.1	-.1
Wisconsin	50.5	45.4	5.1	69.6	61.9	7.7

Source: NCREL, 1989.

From 1970 to 1980, the average percentage of people over 25 completing high school increased markedly. In 1970, in the rural parts of the Region, high school completion was approximately 47.2%. In 1980, in the rural areas of the Region, the percentage of graduates increased to 63.6%. The net gain in the numbers completing 12 years of education was 16.4% (NCREL, 1989). (See Table 26.)

Table 26. Percent of Rural and Region Population Over 25 Completing 12 or More Years of School in 1970 and 1980

State	Rural Areas			State Total		
	1970	1980	Net Change	1970	1980	Net Change
Illinois	46.5	65.4	18.9	52.6	66.5	13.9
Indiana	49.7	62.2	12.5	49.1	66.3	17.2
Iowa	53.1	65.8	12.7	55.3	71.5	16.2
Michigan	47.5	62.8	15.3	48.4	68.0	19.6
Minnesota	43.7	60.3	16.6	53.1	73.1	20.0
Ohio	44.6	67.1	22.5	49.3	67.0	17.7
Wisconsin	45.4	61.9	16.5	50.5	69.6	19.1
Region	47.2	63.6	16.4	51.2	68.8	17.6

Source: NCREL, 1989, based upon 1980 Census.

Demographics of the Urban Population

Cities have an important impact on our country and our culture as they become larger, more ethnically diverse, and poorer. National trends are often mirrored in the Regional trends. The following section discusses the demographics of the urban populations in the NCREL Region. Population and density are presented, followed by discussions of ethnicity, age distribution, family structure, poverty, and educational attainment.

The cities are a dominating feature of the population in many of the states in the Region. They are more ethnically diverse than the rural countryside and will continue to become more diverse. Many have a high rate of poverty, and a high rate of children living in poverty and with female householders. Approximately one-third of the adults over age 25 have not received their high school degrees.

Urban Population

Generally speaking, the cities are growing; we are now a nation of city-dwellers. "More than three-quarters of the Nation's population live in metropolitan areas" (USDC, 1989a.) Almost half of the population in the nation lives in urban areas of one million or more. The cities further influence population and growth by their impact on the non-metro counties. Those counties within commuting distance to metro areas have higher growth rates than do those which are out of easy reach of the city.

Table 27. Percent Central City Population 1970 and 1980

	1970			1980		
State	Central City	Total	City %	Central City	Total	City %
Illinois	4,285,814	11,113,976	38.6	4,068,644	11,426,518	35.6
Indiana	1,789,622	5,193,669	34.5	1,541,342	5,490,224	28.1
Iowa	631,666	2,824,376	22.4	674,861	2,913,808	23.1
Michigan	2,468,063	8,875,083	27.8	2,161,581	9,262,078	23.2
Minnesota	928,411	3,804,971	24.4	864,446	4,075,970	21.2
Ohio	3,380,238	10,652,017	31.7	3,067,461	10,797,630	28.5
Wisconsin	1,345,887	4,417,731	30.5	1,463,005	4,705,767	31.1
Region	14,829,701	46,881,823	31.6	13,841,340	48,671,995	28.4

Source: NCREL, 1989.

While cities in the nation are generally growing, the cities in the Midwest are losing population. From 1980-86 they lost 1.4% of their population. In the NCREL Region, the Cleveland-Akron-Lorain city group and Milwaukee lost population (down 2.4% and .5%, respectively). Some individual cities gained population, including Chicago and Cincinnati, which showed a growth of 2.6% and 3.3%, respectively from 1980 to 87 (USDC, 1989a).

The seven states in the NCREL Region had an estimated 102 cities in 1987 with populations of over 50,000. Michigan had the largest number; Minesota had the smallest. In order, the seven states had the following numbers of cities over 50,000: Michigan, 26; Illinois, 22; Ohio, 19; Wisconsin, 11; Indiana, 10; Iowa, 8; and Minnesota, 6. The number of cities with populations over 50,000 has remained very stable over the last decade. Illinois gained two cities in that category, and Minnesota gained one between 1980 and 1987.

Ethnic Minorities in Urban Areas

The cities in the nation are also changing demographically, and those changes can be seen in the Region. The cities are becoming more ethnic, with more blacks and Hispanics. In fact, nationally, over half of the black population live in the central cities compared to only one-fourth of the white population. The whites have moved to the suburbs where the ratio is more than reversed.

With the increasing ethnic minority proportions, Michigan has an almost even ratio between the two. Michigan is followed by Illinois and Ohio, where one-third and one-fourth of the populations, respectively, are ethnic minorities.

The percentages of black populations in the central cities are largest in Michigan, Illinois, and Ohio. Percentages of black populations are moderate in Indiana and Wisconsin; the lowest percentages are in Minnesota and Iowa. American Indian populations are small in all states, but most are found in Minnesota. Asian percentages are largest in Illinois and Minnesota. (See Table 28.)

Table 28. Ethnic Minorities in Central Cities in 1980

State	Total Central City Population	Percent White	Percent Black	Percent American Indian	Percent Asian	Percent Hispanic Origin
Illinois	4,068,684	59.2%	32.8%	.2%	2.1%	11.5%
Indiana	1,541,273	82.9%	15.8%	.2%	.7%	1.2%
Iowa	674,950	93.2%	4.9%	.3%	.8%	1.5%
Michigan	2,161,575	52.5%	44.8%	.4%	.7%	2.9%
Minnesota	864,446	91.3%	4.9%	1.6%	1.5%	1.6%
Ohio	3,067,455	71.6%	26.8%	.2%	.6%	2.0%
Wisconsin	1,463,025	85.6%	11.6%	.6%	.7%	2.8%
Region	13,841,408	70.0%	26.4%	.4%	1.2%	4.9%

Source: Author calculations from USDC, 1981, Tables 56, 58, and 59.

Age Trends in Urban Areas

The median age by states for central city residents was between 27.7 and 29.2 in 1980. That is a difference of 1.5 years between the states. Michigan had the lowest median age, while Minnesota had the highest median age. The median age for central city residents in most states increased during the 70s. The largest increase was in American Indian, with a 1.5-year increase in median age over the decade. The central cities of Michigan maintained the same median age, and Illinois dropped by only .1 year. (See Table 29.) The central cities (except for Minnesota) have a lower median age than do the states as a whole.

Table 29. Metro and Total Region Median Age, 1970 and 1980

State	Central Cities 1970	Central Cities 1980	Cent. Cities Net Change	State Total 1970	State Total 1980	State Total Net Change
Illinois	29.2	29.1	- .1	28.6	29.9	1.3
Indiana	27.2	28.7	1.5	27.2	29.2	2.0
Iowa	27.6	28.5	.9	28.8	30.0	1.2
Michigan	27.7	27.7	0.0	26.3	28.8	2.5
Minnesota	28.3	29.2	.9	26.8	29.2	2.4
Ohio	28.0	29.0	1.0	27.7	29.9	2.2
Wisconsin	26.7	28.3	1.6	27.2	29.4	2.2

Source: USDC, 1973, Table 16; USDC, 1981b, Table 14.

Age distribution. Just as with the total populations and rural populations, the increase from year to year in median age for metro citizens is the result of a smaller percentage of children in the population. However, in any given year, the percentage of children in the central cities is higher than in other areas of the states. The one exception to this is in Minnesota. (See Table 30.)

Table 30. Percent Age Distribution for Central City Population, 1970 and 1980

		Age Group		
State	Year	0-17	18-64	65+
Illinois	1970	32.1	57.3	10.6
	1980	27.9	60.5	11.6
Indiana	1970	34.5	56.0	9.5
	1980	26.8	61.7	11.5
Iowa	1970	34.2	54.8	11.0
	1980	26.9	61.5	11.6
Michigan	1970	33.2	56.0	10.8
	1980	29.3	59.3	11.3
Minnesota	1970	29.5	56.8	13.7
	1980	22.3	63.2	14.5
Ohio	1970	32.9	56.3	10.8
	1980	27.0	60.6	12.4
Wisconsin	1970	32.9	56.7	10.4
	1980	26.1	61.8	12.1

Source: USDC 1973, Table 16; USCD 1981b, Table 14

Family Structure in Urban Areas

From one-sixth to one-third of the families in the Region lived in the central cities in 1980. Illinois had the largest percentage of families in central cities, followed by Wisconsin. Minnesota, with its few large cities, had the smallest percentage.

In the central cities, the majority of families are headed by married couples. However, the percentage is much lower than in found in rural areas. From one-half to three-fourths of the families in central cities were headed by two adults in 1980.

The central cities have a high percentage of families which are headed by women who have no spouse present. The relative differences in the proportion of married-couple families to single-mother families, and between rural areas and central cities are striking. Central city children are far more likely to have only one parent at home. (See Table 31.)

Table 31. Families with Children Under 18 Years Living in Central Cities in 1980

State	Percent of All Families Living in Central Cities	Percent Headed by Married Couples	Percent Headed by Female Householder	Percent Headed by Other Relative
Illinois	32.7%	67.4%	29.4%	3.2%
Indiana	25.6%	74.8%	22.1%	3.1%
Iowa	22.4%	80.6%	17.2%	2.2%
Michigan	21.5%	59.8%	36.8%	3.4%
Minnesota	17.0%	74.6%	22.6%	2.8%
Ohio	26.1%	69.2%	28.0%	2.8%
Wisconsin	28.8%	73.9%	23.5%	2.6%

Source: USDC, 1981, Table 64.

Single parent families. The majority of single mothers with children under age 18 live in the cities. The central cities, likewise, have a large proportion of these single mothers: from one-third to over one-half. Table 32 points out the varied proportions of mothers in the urbanized areas and central cities. The more urbanized states have much higher proportions of single mothers living in urbanized areas.

Across the thirteen largest cities in the Region, about one-third of all the children under age 18 live in households with a single female householder who has no spouse present. The number is sizeable. Of the 2,352,637 children in these cities in 1980, almost 800,000 live with a female head-of-household.

Table 32. Female Householders With Related Children Under 18 and No Spouse Present--Living in Central Cities in 1980

State	Total Number in State	Percent Living Inside Urbanized Areas	Percent Living in Central Cities
Illinois	285,804	84.2%	57.4%
Indiana	121,230	62.4%	39.5%
Iowa	46,976	46.6%	35.1%
Michigan	251,300	76.4%	45.1%
Minnesota	68,128	65.5%	33.6%
Ohio	249,827	73.3%	48.0%
Wisconsin	88,903	67.3%	52.1%

Source: Author calculations from USDC, 1981.

Urban Poverty

The flight of whites to the suburbs and the development of ethnic central cities has had a serious impact in many respects. Low income workers in the cities have few jobs easily available to them. The greater supply of jobs for which they are trained are often located in the suburbs or beyond. The result is that low income workers live in the city and are unable to reach the jobs for which they qualify. They cannot afford the costs of suburban living that would put them nearer the job market. Now called the "donut effect," this change has been observed, but not well addressed. Roads and transit systems go in and out of the city, but not around it effectively. Transportation problems and costs contribute to the isolation of the urban residents. The poor, the elderly, and mothers with small children are particularly disadvantaged by such transportation needs (Hodgkinson, 1989).

In the central cities of the Region, the percentages of families living in poverty are higher than for the rest of the families in the states. In Michigan, Illinois, and Ohio the rates of families in poverty were twice as high for central cities as for the rest of the state. The rates for the other states were more similar, with the central cities having between 1% and 5% higher poverty rates. Approximately 11% to 24% of the families in central cities were living with incomes below the poverty level in 1980. (See Table 33.)

Poverty in the population can also be demonstrated by the use of AFDC numbers. Aid to Families with Dependent Children is targeted, then, to families with an unreported number of children in the school system or coming into it. For this small group of cities, the largest proportions of AFDC Recipients live in Detroit, Milwaukee-Racine SMSA, and Chicago SMSA. Indianapolis and Des Moines have much smaller numbers. (See Table 34.)

Table 33. Poverty for Central City Families with Children Under 18 Years in 1980

State	Families with All Incomes	Families with Poverty Incomes	Percent of Families in Poverty
Illinois	536,833	117,424	21.9%
Indiana	208,806	27,688	13.3%
Iowa	92,360	9,970	10.8%
Michigan	300,774	72,132	24.0%
Minnesota	99,092	12,436	12.5%
Ohio	412,722	86,934	21.1%
Wisconsin	192,056	25,590	13.3%
Region Total	1,842,643	352,174	19.1%

Source: USDC, 1981, Table 72.

Table 34. AFDC Recipients Per 1000 Population in 1980

City	AFDC Rate
Chicago CMSA	72.1
Cleveland--Akron	67.1
Columbus	58.8
Dayton--Springfield	64.4
Des Moines	48.1
Detroit	93.7
Indianapolis	31.1
Milwaukee--Racine CMSA	81.5
Minneapolis--St. Paul	35.3
Toledo	68.6

Source: USDC, 1986.

Single parents in poverty. The amount of poverty for central city families is substantial, but for women it is much higher: poverty has become a feminine issue. This is particularly true of women who are rearing children without a spouse. A look at the median incomes for the 13 major cities in the Region confirms that women householders lack the earning capacity of family units. While the median income for all families in the Region's big cities was $18,643, the same figure for single female householders was approximately half of that--$9,405 (with a range of $7300 to $11,300). This two-to-one ratio held true across all states in the Region.

The single householders with children living in urbanized areas have a somewhat higher proportion of poverty than do the single mothers in rural areas. As Table 35 indicates, from 30% to 43% of the mothers in urbanized areas live with incomes under the poverty level. In the central cities, the percentages are higher, with up to half of the single mothers living in poverty.

Table 35. Percent of Single Female Householders With Children Under Age 18 Living in Urban Areas

State	% In Urban Areas Who Have Poverty Incomes	% In Central Cities Who Have Poverty Income
Illinois	43%	50%
Indiana	37%	37%
Iowa	36%	39%
Michigan	41%	49%
Minnesota	30%	37%
Ohio	42%	51%
Wisconsin	37%	41%

Source: USDC, 1981.

Children in poverty. As a result of this financial difference for single parents, one-half of children living only with their mothers are living with incomes under the poverty level. (See Table 36.)

Poverty in the big thirteen cities of the Region. Poverty is more prevalent in the very large cities of the Region. For the 13 largest cities of the Region, in 1979, large percentages of children were living in poverty. Between 14% and 32% of the children in the central cities were living below poverty levels. The number is impressive: 623,000 poverty children in only 13 cities. The cities varied greatly on this dimension, however. Des Moines, St. Paul, and Indianapolis had the lowest figures, about 15% for each. Detroit, Cleveland, and Chicago had the highest figures, about 31% for each.

Table 36. Related Children Under Age 18--Percent Living in Poverty in 1980

State	Entire State	Inside Urbanized Areas	Central Cities
Illinois	15%	17%	27%
Indiana	12%	14%	16%
Iowa	12%	11%	12%
Michigan	13%	15%	28%
Minnesota	10%	08%	14%
Ohio	13%	15%	24%
Wisconsin	10%	11%	16%

Source: Author calculations from USDC, 1981.

The thirteen cities also varied greatly from each other in terms of how many children lived in poverty areas, regardless of the income level of their families. St. Paul and Des Moines had the lowest percentage of children in poverty areas, with 12.1% and 15.9%, respectively. Indianapolis and Minneapolis were next at 18.8% and 23.7%, respectively. Some cities had very high numbers and percentages of children--at all income levels--living in poverty areas. In Cleveland, Chicago, and Dayton half of the children lived in poverty areas. (See Table 37.)

As would be expected, children from poor families--families with incomes which are below the poverty level--are far more likely to live in poverty areas. St. Paul had almost 35% in this situation, the lowest number for the Region in 1979. Cleveland had the highest percentage, with over 79% living with poverty incomes while in the poverty areas of the city.

The children from households headed by females and living with a family income below poverty level were most likely to live in poverty areas. Cleveland had the highest percentage of children in this situation--83.6%. St. Paul had unusually low percentages for the Region--28.4%. It would seem then, that impoverished children in a poverty area are most likely to have single mothers.

In 9 of the 13 cities, half or more of all the children with a single mother were living in poverty areas within the city. These children were included in households of all income levels. (See Table 38.)

Table 37. Related Children Under 18 Years of Age In a Large City Living in a Family

City	All Income Levels	Below Poverty Level: Numbers	Below Poverty Level: Percent	% Living in Poverty Areas: All Income Levels	% Living in Poverty Areas: Below Poverty
Akron	61,241	13,381	21.8	25.1	63.6
Chicago	839,896	258,679	30.8	50.4	78.5
Cincinnati	94,505	27,128	28.7	41.9	75.3
Cleveland	156,499	48,961	31.3	53.7	79.3
Columbus	141,783	30,213	21.3	33.4	69.2
Dayton	54,612	16,222	29.7	47.0	70.5
Des Moines	48,482	6,918	14.3	15.9	47.6
Detroit	357,399	112,624	31.5	51.5	74.2
Indianapolis	195,653	30,450	15.6	18.8	49.3
Milwaukee	169,135	38,026	22.5	34.0	67.5
Minneapolis	71,561	12,883	18.0	23.7	59.0
St. Paul	64,108	9,263	14.4	12.1	34.9
Toledo	97,763	18,389	18.8	30.9	65.5

Source: USDC, 1985.

Table 38. Related Children Under 18 Years of Age Living with a Female Householder, with No Spouse Present

City	All Income Levels	Below Poverty Level in 1979		Percent Living in Poverty Areas	
		Number	Percent	All Income Levels	Below Poverty
Akron	17,097	9,727	56.9	55.8	66.0
Chicago	305,466	184,675	60.5	71.7	82.5
Cincinnati	33,685	19,724	58.6	66.3	79.6
Cleveland	57,127	35,644	62.4	74.9	83.6
Columbus	39,010	19,457	49.9	55.3	73.2
Dayton	19,414	11,894	61.3	65.3	73.9
Des Moines	10,083	4,340	43.0	35.1	47.8
Detroit	155,330	87,826	56.5	66.2	76.4
Indianapolis	47,116	19,728	41.9	34.2	50.2
Milwaukee	56,097	29,735	53.0	59.1	71.6
Minneapolis	20,588	8,994	43.7	43.7	61.1
St. Paul	13,237	5,601	42.3	20.6	28.4
Toledo	22,763	12,473	54.8	55.2	69.0

Source: USDC, 1985.

Ethnic minorities in poverty. In the 13 largest cities of the Region, poverty is an ethnic issue. More minority citizens live in the central cities, and more of them live in poverty. Those with poverty incomes are likely to live in poverty areas. All ethnic minorities have high percentages of poverty in the central cities, with individual variations between cities and states. (See Table 39.)

Table 39. Ethnicity and Poverty in the Largest Thirteen Cities in the Region in 1980

City/Sub-Group	Total Persons of All Income Levels	Below Poverty Level, 1979		Percent Living in Poverty Areas	
		Number	Percent	All Income Levels	Below Poverty Level
Akron	232,502	34,933	15.0	32.6	61.4
White	178,772	19,880	11.1	24.5	53.9
Black	51,888	14,316	27.6	59.9	71.3
Indian	333	73	21.9	55.3	63.0
Asian	1,054	485	46.0	50.9	70.5
Hispanic	1,151	138	12.0	57.0	68.1
Chicago	2,965,648	601,410	20.3	39.5	71.5
White	1,490,047	158,495	10.6	15.8	37.9
Black	1,182,549	374,927	31.7	66.4	85.8
Indian	6,678	2,073	31.0	45.6	60.2
Asian	72,955	8,954	12.3	25.7	49.8
Hispanic	420,880	101,530	24.1	53.0	70.6
Cincinnati	371,875	73,270	19.7	35.6	69.6
White	240,962	30,213	12.5	19.9	47.4
Black	127,428	42,142	33.1	65.1	85.5
Indian	538	172	32.0	49.3	59.9
Asian	2,286	539	23.6	38.1	75.9
Hispanic	3,113	932	29.9	42.0	67.7
Cleveland	564,407	124,860	22.1	48.3	75.1
White	303,010	42,304	14.0	26.4	49.6
Black	248,213	78,552	31.6	74.2	88.8
Indian	1,264	306	24.2	49.1	69.9
Asian	3,226	580	18.0	52.1	68.8
Hispanic	17,713	5,453	30.8	63.5	79.7

Source: USDC, 1985.

Table 39. (continued)

	All Income Levels	Below Poverty Level, 1979		Percent Living in Poverty Areas	
City/Sub-Group	Total People	Number	Percent	All Income Levels	Below Poverty Level
Columbus	541,659	89,218	16.5	32.8	68.5
White	412,695	54,244	13.1	24.9	61.5
Black	121,214	32,786	27.0	59.1	79.5
Indian	956	298	31.2	46.8	75.5
Asian	5,119	1,355	26.5	41.2	81.3
Hispanic	5,096	1,375	27.0	39.8	61.7
Dayton	195,016	40,512	20.8	43.2	68.6
White	119,815	17,889	14.9	30.7	56.5
Black	73,408	22,096	30.1	63.8	78.7
Indian	284	98	34.5	47.9	64.3
Asian	833	210	25.2	30.6	48.6
Hispanic	1,616	499	30.9	38.1	53.9
Des Moines	185,685	19,694	10.6	15.5	42.8
White	168,186	15,220	9.0	11.4	33.1
Black	12,797	3,074	24.0	59.0	77.7
Indian	583	165	28.3	33.3	57.6
Asian	2,462	783	31.8	53.3	82.4
Hispanic	3,279	523	15.9	24.9	45.3
Detroit	1,182,733	258,575	21.9	48.4	73.1
White	410,170	52,763	12.9	28.5	53.1
Black	748,451	199,859	26.7	58.9	78.3
Indian	3,793	1,000	26.4	54.1	70.1
Asian	7,574	1,503	19.8	46.0	55.3
Hispanic	28,211	6,822	24.2	64.4	81.8
Indianapolis	687,739	79,166	11.5	16.9	45.8
White	530,149	43,092	8.1	10.4	33.2
Black	150,124	34,956	23.3	40.2	61.7
Indian	1,288	288	22.4	33.9	61.5
Asian	4,499	497	11.0	7.5	23.5
Hispanic	6,314	1,094	17.3	21.1	37.8

Source: USDC, 1985.

Table 39. (continued)

City/Sub-Group	All Income Levels Total People	Below Poverty Level, 1979 Number	Below Poverty Level, 1979 Percent	Percent Living in Poverty Areas All Income Levels	Percent Living in Poverty Areas Below Poverty Level
Milwaukee	620,156	85,328	13.8	26.0	60.1
White	454,635	37,018	8.1	12.8	36.0
Black	144,889	43,390	29.9	65.1	81.5
Indian	5,220	1,293	24.8	38.9	48.2
Asian	4,292	944	22.0	19.3	34.0
Hispanic	26,036	5,888	22.6	48.4	62.8
Minneapolis	355,371	48,029	13.5	24.1	54.5
White	311,194	33,226	10.7	19.2	45.7
Black	27,803	8,403	30.2	60.3	76.8
Indian	8,902	3,662	41.1	63.2	78.9
Asian	5,103	2,037	39.9	51.6	68.5
Hispanic	4,608	1,302	28.3	34.3	53.3
St. Paul	259,970	28,294	10.9	10.3	28.1
White	236,183	20,935	8.9	8.2	19.3
Black	12,682	3,258	25.7	26.7	47.3
Indian	2,486	582	23.4	25.3	38.3
Asian	5,247	2,503	47.7	47.4	66.2
Hispanic	7,343	1,540	21.0	24.4	38.4
Toledo	348,650	47,486	13.6	26.3	59.3
White	279,161	26,991	9.7	15.9	40.6
Black	60,904	18,549	30.5	71.8	86.4
Indian	981	270	27.5	37.3	58.9
Asian	1,993	270	13.5	17.9	25.9
Hispanic	10,851	2,628	24.2	48.3	65.8

Source: USDC, 1985.

Educational Attainment in Urban Areas

When high school completion is examined for central cities compared to the state totals for the Region, central cities tended to have lower percentages of students completing high school. For 1980, four of the seven states had lower central city graduation rates. Furthermore, when high school graduation rates for 1970 were compared to 1980 the central cities had a progressively lower graduation rate in all seven states in the Region. (See Table 40.)

Table 40. Total Versus Central City Populations Over 25 Completing 12 or More Years of School in the NCREL Region

	1970			1980		
State	Total	Central Cities	Difference	Total	Central Cities	Difference
Illinois	52.6	46.2	-6.4	66.5	59.5	-7.0
Indiana	49.1	52.3	3.2	66.3	66.3	0.0
Iowa	55.3	62.3	7.0	71.5	74.5	3.0
Michigan	48.4	46.2	-2.2	68.0	59.7	-8.3
Minnesota	53.1	59.1	6.0	73.1	74.7	1.6
Ohio	49.3	46.0	-3.3	67.0	60.2	-6.8
Wisconsin	50.5	54.1	3.6	69.6	68.8	-0.8

Source: USDC 1971, Table 73; USDC 1981 Table 66.

Information regarding high school completion in the thirteen largest cities in the Region indicates that from 51% to 76% of the populations over 25 had completed at least high school in 1980. An unweighted average of 64% across all cities graduated from high school. Minneapolis, Des Moines, and St. Paul had the highest percentages of graduates. Cleveland and Chicago had the smallest percentage of graduates.

Graduation rates for white students are higher than graduation rates for black students. In twelve of the thirteen largest cities of the Region, approximately 10% more white students graduated. The greatest variations in graduation rates for whites and blacks occurred in Cincinnati and Indianapolis. On the other hand, Detroit had a 1% difference in favor of blacks. Cleveland, Dayton, and Chicago also had very similar percentages between whites and blacks for graduation.

The residents of Hispanic origin had the lowest rate of completion in nine of the cities. Approximately 50% of the adults over age 25 reported graduating from high school. That is an average difference of 16% between the white and Spanish Origin groups. The highest graduation percentages for this group were in Columbus, Minneapolis, and Milwaukee. The lowest percentages were in Chicago and Cleveland. (See Table 41.)

Table 41. Central City Populations over Age 25 that Completed Four Years of High School or Some College by Ethnicity

City	Population Over Age 25	White	Black	Hispanic Origin
Akron	63%	65%	53%	54%
Chicago	56%	59%	54%	32%
Cincinnati	58%	64%	46%	58%
Cleveland	51%	52%	50%	36%
Columbus	69%	72%	60%	67%
Dayton	60%	61%	57%	50%
Des Moines	75%	76%	64%	56%
Detroit	55%	54%	55%	41%
Indianapolis	67%	70%	53%	60%
Milwaukee	64%	67%	53%	41%
Minneapolis	76%	77%	68%	61%
St. Paul	73%	74%	65%	53%
Toledo	64%	67%	52%	43%

Source: Totals and percents computed from USDC, 1985.

Economy of the North Central Region

The following section of the report presents information regarding the economies of the seven states in the Region. Major economic activites in each state are discussed. Personal and household income is presented, as well as unemployment figures. After discussing the entire Region, the information is then presented by rural and urban areas.

Economic Activities

The economic activities in a state are reflected by the sources of earnings for people working in the state. Total income earned by employees living in each state varies widely in the Region. The highest total earnings in 1984 was in Illinois at $112,667,000,000; the lowest total was in Iowa at $23,337,000,000. Differences in earnings very closely mirrored differences in state population; more populous states reported proportionately more earnings.

States in the Region also varied in the percentage of earnings resulting from different areas of economic activity. Manufacturing, services, and government were three dominant economic areas for earnings. Manufacturing exceeded 30% of the earnings in four of the seven states: Michigan, 40%; Indiana, 38%; Ohio, 35%; and Wisconsin, 33%. The percent of earnings from services was highest in Illinois, 21%; Minnesota, 19%; and Ohio, 19%. Government was fairly even in all states ranging from a high of 15% in Iowa to a low of 12% in Indiana. (See Table 42.)

Personal and Household Income

The Region's median per capita income for 1985 was about $10,500; the 1985 median household income was about $18,000. Median 1985 per capita income ranged from a high of $11,302 in Illinois to a low of $9,978 in Indiana. Illinois also had the highest median household income of $19,321 in 1985; Iowa had the lowest median household income of $16,799. Table 43 lists per capita and household income for all seven states.

When counted in dollars adjusted for inflation, the people in the NCREL Region, in general, lost money income between 1979 and 1985. With only one small exception, the states in the Region showed a per capita decrease in money income. The 1979-85 change ranged from an increase of $145 per year in Minnesota to a decrease of $649 per year in Illinois. Such decreases erode the tax base on which the schools depend. States with higher dependance on local funds are most affected by economic change.

Table 42. Percent of Economic Activity in 1984 by Economic Area

State (Gross Product in Millions of Dollars)	Goods		Services and Related Areas					
	Mining, Const.	Manufact -uring	Retail Trade	Finance, Insur., Real Est.	Services	Govern- ment	Other Services	Farming
Illinois (112,667)	5.8	25.2	8.8	8.0	20.6	13.3	16.5	1.8
Indiana (46,371)	5.5	37.7	9.1	4.5	15.3	12.4	12.8	2.7
Iowa (23,337)	4.8	23.9	9.4	5.9	17.1	14.5	14.6	9.9
Michigan (82,365)	3.6	40.2	8.6	4.0	17.5	13.7	11.4	1.0
Minnesota (40,655)	5.9	25.3	9.7	6.3	19.0	14.0	15.7	4.1
Ohio (95,236)	5.3	35.2	9.1	4.8	18.5	12.8	13.1	1.1
Wisconsin (41,228)	4.5	33.2	9.0	5.2	17.2	14.2	12.6	4.1

Source: USDC, 1988.

Table 43. Regional Money Income by State, Adjusted to Equal 1985 Dollars

	Per Capita Income		Median 1979 Household Income
State	1979	1985	
Illinois	11,951	11,302	19,321
Indiana	10,583	9,978	17,582
Iowa	10,576	10,096	16,799
Michigan	11,394	10,902	19,223
Minnesota	11,041	11,186	17,761
Ohio	10,795	10,371	17,754
Wisconsin	10,731	10,298	17,680

Source: USDC, 1988

Unemployment

The Region experienced low unemployment in 1970 with unemployment rates in the 3.5% to 5.9% range. Unemployment rose dramatically to the double digit range in 1980 with rates between 7.8% and 15.5%. Unemployment has lowered somewhat in recent years. In 1986 unemployment fell to the 5.3% to 8.8% rate. All of the states in the region were affected by this rise and fall in unemployment, with Iowa and Minnesota being less affected and Michigan being the most affected. Table 44 presents unemployment rates by state in the Region.

Substantial ethnic differences are evident in the unemployment figures. Nationally, blacks have at least twice as high unemployment as whites. The figures for 1987 were 13% black unemployed, 5.3% whites unemployed (USDC, 1989a).

Table 44. Unemployment Rates by State

	Percent of Labor Force Unemployed Each Year		
State	1970	1980	1986
Illinois	3.7	11.3	8.1
Indiana	4.1	11.9	6.7
Iowa	3.5	8.5	7.0
Michigan	5.9	15.5	8.8
Minnesota	4.2	7.8	5.3
Ohio	4.0	12.5	8.1
Wisconsin	4.0	10.7	7.0

Source: USDC, 1977, 1983 and 1988.

Economy in Rural Areas

Rural Economic Activities

Rural economic diversity. Rural communities in the Region are a diverse lot. Many fit the stereotypes of a small town surrounded by farms, corn, fields, and cows; however, many other rural communities do not fit this stereotype. For example, in parts of northern Minnesota, Wisconsin, and Michigan, community life revolves around logging, fishing, and tourism. Orchards and vegetable fields dot the landscape of Southern Michigan and northern Indiana. More mining machinery than farm equipment can be observed in southernmost Illinois and southeastern Ohio. Although the stereotype of small agricultural towns fits much of Iowa, even that state offers examples of diversity as well. Rural economies of the NCREL Region tend to specialize in one of three market sectors: manufacturing, agriculture, or natural resources.

Economic trends in rural communities. The agricultural, manufacturing and mining sectors of the economy have performed poorly in the 1980s, which largely accounts for the economic stress that rural areas have experienced. In the period from 1979 to 1984, rural counties with economies heavily dependent on goods production (agriculture, manufacturing, mining) have fared much more poorly than areas dependent on recreation or having a diverse economic base. In the 1980s, downturns in all three sectors coincided, transforming what might have been localized problems into widespread rural decline.

The nation as a whole has become alarmed at what has been termed the "farm crisis", marked by a surge of farm foreclosures and rural bank failures. As of January 1, 1986, financial stress was greatest for farmers in the states around the Great Lakes area. The upper Midwest, in particular, has experienced rapidly declining land values: there has nearly been a 60% decline since 1981, with most of the change occurring in 1984 and 1985. Farmers experienced a modest degree of recovery in 1987, and agricultural land values began to increase once again, though not nearly enough to compensate for the several years of serious decline. In 1988, drought conditions throughout the upper Midwest took yet another toll on the economic well being of the Region (NCREL, 1989).

Even though farming is not the strong industry of former years, it is still big business in the Region. The most agricultural state is Iowa where farming accounts for almost 10% of the total state gross product. Minnesota and Wisconsin each attribute 4.1% of their product to agriculture. Indiana brings in 2.7% from the fields, Illinois, 1.8%. Ohio (1.1%) and Michigan (1%) have the least income from agriculture in the Region (USDC, 1988a).

Rural economic sector dependency. One way of looking at economic activity in the non-metropolitan counties is the sector dependency strategy. With this approach, each county is evaluated by the types of activities which earn a minimum amount of income for its workers. Depending on the type of employment, when 20% to 30% of the population of the non-metropolitan county earns its income from one type of employment or proprietorship, then that county is said to be dependent upon it. One county, therefore, can be dependent upon many economic sectors. (See definitions at the beginning of this document for details regarding minimum standards for dependency.)

In the non-metro counties in the Region, agriculture employs the majority of workers. More than one-third (36%) of the rural counties in the Region in 1980 were dependent, at least to the minimum level, on farming. Manufacturing is next in importance, with over one-fifth (22%) of the counties being dependent upon it. Mining is more important in the Region than one might think, with almost one-tenth (9%) of the non-metro counties relying upon it in 1980 (NCREL, 1989).

The non-metro areas of the states in the Region are dependent upon a mix of agriculture, manufacturing, government, mining, and other activities. Iowa, Minnesota, and Illinois have more counties dependent on agriculture. Ohio, Indiana, and Michigan have more counties dependent upon manufacturing. Wisconsin has an even balance of counties dependent on each. Michigan and Minnesota have several counties which are dependent upon governmental offices for employment. (See Table 45.)

Table 45. Sector Dependencies for NCREL's Non-Metro Counties by State, 1979

	Non-Metro Counties Dependent on Sector -- Percent (Number)				
State	Agriculture	Manufacturing	Government	Mining	Other
Illinois	36.0% (29)	22.0% (18)	7.5% (6)	9.0% (7)	26.0% (21)
Indiana	22.6% (14)	58.0% (36)	6.4% (4)	3.2% (2)	16.0% (10)
Iowa	59.0% (54)	15.4% (14)	3.3% (3)	0.0% (0)	25.0% (23)
Michigan	3.4% (2)	41.4% (24)	29.3% (17)	6.9% (4)	22.4% (13)
Minnesota	48.6% (35)	14.0% (10)	14.0% (10)	2.7% (2)	26.4% (19)
Ohio	2.0% (1)	77.0% (38)	2.0% (1)	12.0% (6)	10.2% (5)
Wisconsin	26.3% (15)	31.6% (18)	7.0% (4)	0.0% (0)	35.1% (20)

Source: NCREL, 1989.

Rural Unemployment

In 1987, Illinois had the highest non-metro unemployment rate (10.8%) in the Region. Iowa's non-metro unemployment was lowest at 5.7% (NCREL, 1989, p. 12). Across the Region, however, the 1987 figures were an improvement over the four years preceding, in some states by as much as 6%. In 1983, Michigan had by far the highest non-metro unemployment percentages, Illinois and Ohio were the next highest. Iowa and Minnesota had the lowest percentage figures in 1983. (See Table 46.)

Table 46. Change in Non-Metro Unemployment Rate 1983 to 1987

State	Unemployment Rate 1983	Unemployment Rate 1987	Percentage Change 1983 to 1987
Illinois	13.6	10.8	-20.6
Indiana	11.7	7.1	-39.3
Iowa	7.6	5.7	-25.0
Michigan	17.1	10.6	-38.0
Minnesota	9.8	7.6	-22.4
Ohio	14.7	9.1	-38.1
Wisconsin	12.2	7.5	-38.5
Region Average	12.4	8.3	-31.7

Source: NCREL, 1989.

Economy in Urban Areas

Urban Household Income

Table 47 presents the median household incomes for each state and for the 13 largest cities in the Region. The median household incomes on the state level were between $21,000 and $29,000 in 1987. Illinois had the highest median income, while Iowa had the lowest, by a large increment.

The households in large cities in the Region generally had lower incomes than the households in their respective states. The range for the cities extended from a high of $27,000 to $18,000. The largest discrepancies between cities and states were found in Detroit, Cleveland, and Dayton. Their median incomes were more than $7,500 lower than the incomes in their states. They were followed by Cincinnati and Chicago, which had differences of over $5,000.

The two exceptions to the poorer conditions in the cities are Indianapolis and Des Moines. The median household incomes were higher in both these cities than they were in the states. The difference between Indianapolis and the state of Indiana was $1,800. The difference between Des Moines and the state of Iowa was $3,753.

Table 47. Median Household Income by State and City Within State, 1987

State	State Median Household Income	City Within State	City Median Household Income
Illinois	28,975	Chicago	23,622
Indiana	25,405	Indianapolis	27,205
Iowa	20,968	Des Moines	24,721
Michigan	27,073	Detroit	19,225
Minnesota	27,803	Minneapolis	24,018
		St. Paul	26,358
Ohio	25,829	Akron	20,874
		Cincinnati	20,130
		Cleveland	18,245
		Columbus	22,343
		Dayton	18,223
		Toledo	24,252
Wisconsin	26,138	Milwaukee	23,462

Source: McNally, 1989.

Education In the North Central Region

The following section of the report discusses education in the Region. It presents information regarding students, teachers, and schools. Following this, the same topics are then discussed for rural and urban areas when information has been available for these areas specifically.

Student Population

Enrollment. The total school enrollment figures for the nation have been declining over the past twenty years. The NCREL Region has experienced the same trends in enrollment. Between 1981 and 1987, the total school enrollments have declined each year in five of the seven states in the Region. The two exceptions were Minnesota and Wisconsin, which dropped during the first years and then increased slightly (Snyder, 1989).

The total number of public school students enrolled in the Region for 1989 was approximately 8 million students; this is down from 8.7 million students in 1971. This represents an 8% drop in enrollment for this period. Enrollment in the 1989-90 school year ranged from a high of approximately 1.8 million students in Illinois and Ohio to a low of 478,000 in Iowa.

The Region's decrease in enrollment may be seen in Table 48 which gives enrollment figures through the 80s. This table demonstrates that enrollment declined in all states between 1981 and 1987. The relative ranking of the states, however, did not change over the period examined.

Table 48. Total Public School Enrollment and Number of Districts

State	Fall, 1981	Fall, 1987	1989-90	Total Districts
Illinois	1,924,084	1,811,446	1,764,035	963
Indiana	1,025,172	964,129	952,255	324
Iowa	516,216	480,826	478,486	431
Michigan	1,803,034	1,606,344	1,555,369	524
Minnesota	733,741	721,481	732,206	433
Ohio	1,898,501	1,793,411	1,764,459	612
Wisconsin	804,262	772,363	782,905	429
Region Total	8,705,010	8,150,000	8,029,715	3,716

Source: Snyder, 1989. For the 1989-90 Enrollment and Total District counts, telephone survey of state educational officials.

Age trends. Enrollment has indeed declined for the older grades. Separating school enrollment by age groups, however, gives a somewhat more complex picture of this change. Nationally, enrollment has increased somewhat for the preschool and primary age children (grades K through 3). This increase has been due to an "echo" of the baby boom generation. When the offspring of the baby boomers began having children in the mid-1970s, they caused an increase in kindergarten enrollment between 1980 and 1986. According to the Department of the Census, these increases have been a temporary reversal in the generally downward trend in enrollment; the numbers of students will not return to the numbers of former years (USDC, 1989a).

This national trend holds true for the early elementary grades in the NCREL Region. As Table 49 demonstrates, there was a slight increase in enrollment in the younger grades. In most of the states, the population of students below grade six in 1987 became larger with each successive year, in most grades and for most states.

Table 49. State Enrollment in Public Elementary Schools by Grade, Fall 1987

State	Kinder-garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Illinois	131,000	142,619	142,121	135,186	128,340	127,887
Indiana	71,405	80,991	74,714	71,854	70,400	69,421
Iowa	39,608	38,817	37,512	35,536	34,301	33,828
Michigan	139,645	126,380	118,615	114,751	110,315	107,760
Minnesota	62,391	61,291	57,906	55,082	52,761	51,167
Ohio	141,046	151,203	141,457	136,023	130,372	129,788
Wisconsin	62,509	62,247	59,138	56,361	53,928	53,006
Region Total	647,604	663,548	630,463	604,793	580,417	572,857

Source: Snyder, 1989, Table 38.

Average daily membership and attendance. Average daily membership (ADM) is a different figure than simple enrollment for a given year. The average daily enrollment accounts for fluctuations in school population from month to month during the school year. Simple enrollment is the number enrolled in school on a particular date.

The average daily attendance (ADA) in the states is typically between 92% and 96% of the average daily enrollment. These percentages are fairly consistent from state to state in a given year and between 1980 and 1987. Table 50 presents average daily membership and average daily attendance figures for the states in the Region.

Table 50. Student Average Daily Membership and Average Daily Attendance for 1980-81 and 1986-87

State	Average Daily Membership (ADM)	Average Daily Attendance (ADA)	ADA as a Percentage of ADM
1980-1981 School Year			
Illinois	1,876,356	1,765,357	94.1
Indiana	994,492	944,424	95.0
Iowa	524,800	501,403	95.5
Michigan	N/A	1,711,139	N/A
Minnesota	750,073	710,836	94.8
Ohio	1,948,600	1,801,914	92.5
Wisconsin	771,485	743,505	96.4
1986-1987 School Year			
Illinois	1,707,551	1,574,128	92.2
Indiana	947,000	873,733	92.3
Iowa	474,378	453,150	95.5
Michigan	N/A	1,476,471	N/A
Minnesota	708,117	674,245	95.2
Ohio	1,776,100	1,664,709	93.7
Wisconsin	727,850	682,560	93.8

Note: N/A means data not available.

Source: Snyder, 1988.

Ethnic minorities. There are many ethnic or racial minority students in the Region. When Hispanic students are included, nearly one in five students (19%) is a minority student. There are approximately 1.5 million students in the Region who are black, Hispanic, American Indian, or Asian. States with larger total populations also have a higher proportion of minority students. The largest number of minority students has been reported in Illinois; the count in the 1987-88 school year was 604,400 (33% of all students). The smallest number of minority students has been consistently reported in Iowa, with a minority enrollment in 1987 of 24,091 (5% of all students). Approximately three-fourths of the minority students are black. They total 1.1 million students in the Region (14% of all students). In addition, there are significant numbers of Hispanic, Asian, and American Indian students in the Region. (See Table 51.)

Table 51. All Students by Race by State, 1987-88

State # (State %)	White	Black	Hispanic	American Indian	Asian	Total
Illinois	1,207,030	404,322	153,988	2,138	43,952	1,811,430
(%)	66.63	22.32	8.50	0.12	2.43	
Indiana	834,600	103,685	16,776	1,129	5,552	961,742
(%)	86.78	10.78	1.74	0.12	0.58	
Iowa	456,592	12,624	4,560	1,336	5,571	480,683
(%)	94.99	2.63	0.95	0.28	1.16	
Michigan	1,234,128	288,514	34,024	14,112	16,900	1,587,678
(%)	77.73	18.17	2.14	0.89	1.06	
Minnesota	651,564	20,027	7,075	11,570	17,856	708,092
(%)	92.02	2.83	1.00	1.63	2.52	
Ohio	1,498,231	256,120	20,145	1,817	14,708	1,791,021
(%)	83.65	14.30	1.12	0.10	0.82	
Wisconsin	669,886	65,169	16,784	9,091	11,330	772,260
(%)	86.74	8.44	2.17	1.18	1.47	
Region	6,552,031	1,150,461	253,352	41,193	115,869	8,112,906
(%)	80.76	14.18	3.12	0.50	1.42	

Source: Common Core of Data, 1987-88.

Students included in Chapter 1 and financial need. The state offices of education were telephone surveyed to identify the numbers of students served by Chapter 1 or included in their formula count for financial need. The Chapter 1 count given was for the regular 1988-89 school year. Both public and non-public schools were included in the count. The formula count for financial need was also for the 1988-89 regular school year. The count was determined by individual state accounting methods.

A total of 708,442 students were served in Chapter 1 programs across the entire Region. Just over one million students were included in the formula count for financial need in the Region. The most populous states--Illinois, Michigan, and Ohio--also had the highest numbers of students served under Chapter 1 and for the count for financial need. (See Table 52.)

Table 52. Chapter 1 and Formula Count for Students in 1988-89 School Year

State	Number Served By Chapter 1	Formula Count for Financial Need
Illinois	152,322	344,169
Indiana	100,000	129,587
Iowa	41,004	108,262
Michigan	150,765	267,561
Minnesota	64,715	84,006
Ohio	139,462	285,133
Wisconsin	60,174	100,487
Region Total	708,442	1,051,644

Source: Telephone survey of state offices of eduction, 1990.

Free school lunch. Receiving free school lunch is an indicator of economic need for a student. Students must demonstrate economic need in order to qualify for free lunch. Even though these applications do not have the force of some documents (such as Income Tax), they are a school level reflection of economic need. They are also more current since they have been taken from the 1987-88 Common Core of Data and the National Governor's Association reports instead of the 1980 Census.

The unweighted Regional average for the time period 1982 to 1987 has shown a relatively consistent rate of students receiving free school lunch in each state. It runs from 18.1% in 1982 to 18.3% in 1984 to 18.0% in 1987. Illinois had the highest percentage of students receiving free meals. Indiana had the lowest percentages of students receiving lunch. Table 53 presents free school Lunch information for this period.

Table 53. Percent Change in Free School Lunch 1981-87

State	Percent Recipients			1982-87 Percent Change
	1982	1984	1987	
Illinois	26	25	25	-1
Indiana	14	15	15	+1
Iowa	16	18	18	+2
Michigan	20	18	18	-2
Minnesota	15	16	15	0
Ohio	20	19	18	-2
Wisconsin	16	17	17	+1

Source: NGA, 1989.

Teaching Staff

Numbers. Across the seven states in the Region, the number of teachers reflects the number of students per state. The number of teachers in the Region varies from a high of 105,217 in Illinois to a low of 30,873 in Iowa.

The number of teachers as a percentage of staff varies from 47% to 59%. Therefore, most states have as many staff members in the offices and support roles of schools and districts as they have in the classrooms. Table 54 presents the teaching staff size and related statistics for each of the seven states in the Region.

Student-teacher ratio. According to the Common Core of Data, student-teacher ratios in the Region range from a high in Michigan of 20.1 students per teacher to a low of 15.6 in Iowa. (See Table 54.) This is about a 25% difference in ratios. When the ratios of students to all school staff are computed, the differences between states are smaller. Illinois, Ohio, and Minnesota share the highest student-staff ratio of 9.7; Iowa has the lowest student-staff ratio at 8.5.

The Digest of Education Statistics 1989 lists higher student-teacher ratios. (This source describes the figures as being supplied by the teachers themselves.) The Digest numbers range from 25 to 21 students per teacher: Illinois, 23 students per teacher; Indiana, 24; Iowa, 25; Michigan, 23; Minnesota, 22; Ohio, 25; and Wisconsin, 21.

Table 54. Teacher Counts and Pupil Ratios by State, 1987-88

State	Number of Teachers	Percent of Staff Who Are Teachers	Pupil/Staff Ratio	Pupil/Teacher Ratio
Illinois	105,217	56.4	9.7	17.2
Indiana	53,749	51.0	9.2	17.9
Iowa	30,873	54.5	8.5	15.6
Michigan	80,081	47.1	9.4	20.1
Minnesota	42,132	56.9	9.7	17.1
Ohio	99,641	53.9	9.7	18.0
Wisconsin	47,721	59.4	9.6	16.2

Source: Digest of Educational Statistics, 1989.

School Buildings

Numbers. There are 18,636 schools in the North Central Region. Generally, the number of buildings reflects total student enrollment in a state. The largest number of buildings is in Illinois; the smallest is in Minnesota. (See Table 55.)

Table 55. Total Schools by State, 1987-88

State	Total Schools
Illinois	4,261
Indiana	1,886
Iowa	1,634
Michigan	3,619
Minnesota	1,570
Ohio	3,664
Wisconsin	2,002
Region Total	18,636

Source: Common Core of Data, 1987-88

Size. Most of the schools in the Region are small. Median school enrollment ranges from a high of 444 students per school in Indiana to a low of 247 student per school in Iowa. (See Table 56.) The substantial number of small schools in the Region suggests the need to provide educational services in small schools that are comparable to those provided in larger schools. Almost three-fourths of the schools in the Region (71%) have 500 students or fewer. Furthermore, 38% of all schools have 300 or fewer students. On a state-by-state basis, however, there is a great deal of variability. (See Table 57.)

Table 56. Average & Median School Size by State, 1987-88

State	Mean (Median)
Illinois	425 (327)
Indiana	501 (444)
Iowa	294 (247)
Michigan	436 (388)
Minnesota	452 (378)
Ohio	479 (415)
Wisconsin	386 (332)

Source: Common Core of Data, 1987-88

Table 57. All Students by School Size by State, 1987-88

State # (State %)	0-50	51-100	101-300	301-500	501-700	701-1000	1001-2000	2001-3000	3001 & Higher
Illinois	175	296	1442	1230	566	265	224	56	7
(%)	4.11	6.95	33.84	28.87	13.28	6.22	5.26	1.31	0.16
Indiana	58	26	413	663	456	177	114	16	1
(%)	3.01	1.35	21.47	34.46	23.70	9.20	5.93	0.83	0.05
Iowa	44	140	851	428	106	30	32	3	0
(%)	2.69	8.57	52.08	26.19	6.49	1.84	1.96	0.18	0.00
Michigan	385	88	747	1293	636	260	184	22	1
(%)	10.65	2.43	20.66	35.76	17.59	7.19	5.09	0.61	0.03
Minnesota	77	63	470	349	303	163	88	12	0
(%)	5.05	4.13	30.82	22.89	19.87	10.69	5.77	0.79	0.00
Ohio	98	45	832	1467	757	326	196	24	0
(%)	2.62	1.20	22.22	39.17	20.21	8.70	5.23	0.64	0.00
Wisconsin	42	154	692	645	276	111	78	4	0
(%)	2.10	7.69	34.57	32.22	13.79	5.54	3.90	0.20	0.00

Source: Common Core of Data, 1987-88

Age of buildings. One of the pressing issues for the Region, as well as the nation, is the increasing age of many school buildings. The Education Writers Association reports that most of the states in the nation have not developed the capacity to deal with the needs of school facilities. One basic impediment to understanding and addressing the issue of school buildings is the lack of information about the ages of schools and their conditions. Studies released in 1988 revealed deplorable conditions of the urban school facilities in some states. Reports released in 1989 further revealed that about one-half of all rural schools are "unsafe, outdated, and inadequate." The buildings in all locations have often aged quickly. Furthermore, their architectural designs do not usually allow flexible student management; it is difficult to adapt them to new uses and styles of instruction (NGA, 1989).

Table 58 lists the year of construction for instructional buildings in each state in the Region. It demonstrates the aging condition of many of the states' schools. Across the Region, 22% of all instructional buildings are older than 50 years. The age of buildings varies substantially between states, with Minnesota having 43% of its buildings older than 50 years and Ohio having only 7% that old.

Table 58. Number of Buildings by Year of Original Construction for Schools Now in Use

State	Total	Pre-1899	1900-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1988
Illinois	4,166	136	1,305	236	1,139	762	505	83
Iowa	3,763	45	942	118	804	923	659	230
Michigan	3,630	25	400	100	275	500	100	50
Minnesota	1,506	25	626	45	335	328	102	45
Ohio	3,977	25	250	250	725	725	725	100
Wisconsin	2,002	58	381	205	695	331	165	44
Region	19,044	314	3,904	954	3,973	3,569	2,256	552

Note: Data not available for Indiana. Age of construction data refers to instructional buildings only.

Source: NGA, 1989.

School Finance

Cost per pupil. Expenditures per pupil have steadily increased over the last thirty years. The biggest jump for most states in the Region occurred in the 60s. The 70s had slightly lower gains, and the 80s were just slightly behind that. Over the past thirty years, however, states in the Region have allocated steadily increasing amounts of money to education.

It is a complicated matter to compare states on this issue since the different states have very different cost-of-living figures, different inflation rates, and widely different educational needs based upon populations and building needs. Comparative cost figures do give some general ideas, however, if used with these cautions in mind. Nationally, in the 1985-86 school year the expenditure per pupil was $3,752. In the Region, 1985-86 expenditures per pupil ranged from a high of $4,176 in Michigan to a low of $3,275 in Indiana. These figures are calculated for 1985 dollars and are presented in Table 59.

Sources of revenue. The school revenues obtained from the three major income sources vary widely across the states. The states receive from 4% to 6% of their funds from the federal government. The state and local funding formulas vary also. Generally, in the last few years, there has been a move toward more state funding of education and less local funding. However, some states (notably Wisconsin and Michigan) have maintained higher local funding patterns. (See Table 60.)

Table 59. Expenditure Per Pupil in Average Daily Attendance All Public Schools, Constant 1985-86 Dollars

State	1959-1960	1969-1970	1979-1980	1985-1986
Illinois	1,624	2,620	3,626	3,781
Indiana	1,365	2,097	2,639	3,275
Iowa	1,362	2,432	3,261	3,619
Michigan	1,537	2,604	3,701	4,176
Minnesota	1,575	2,603	3,346	3,941
Ohio	1,352	2,103	2,908	3,527
Wisconsin	1,530	2,543	3,472	4,168
National	1,389	2,351	3,184	3,752

Source: Snyder, 1989.

Table 60. Percent of Funding Sources for the 1986-87 School Year

State	Federal Funding	State Funding	Local Funding
Illinois	4.3	39.1	56.5
Indiana	4.9	58.1	37.0
Iowa	5.1	44.5	50.4
Michigan	5.9	34.9	59.3
Minnesota	4.2	56.9	38.8
Ohio	5.5	49.6	44.8
Wisconsin	4.7	34.5	60.8

Source: Snyder, 1989.

Expenditure categories. Approximately two-thirds of the expenditures in the schools are for direct instructional needs. The other one-third of the expenditures is for support needs. Non-instructional costs are much less than the other categories, with an average of 3% to 4%. Table 61 lists instructional costs for the Region during the 1984-85 school year.

Table 61. Current Expenditures for Public Elementary and Secondary Schools, by Function for 1984-85 (Expenditures are Given in Thousands of Dollars)

		Instructional		Support Services		Non-Instructional	
State	Total	Amount	% of Total	Amount	% of Total	Amount	% of Total
Illinois	5,662,354	3,340,618	59.0	2,122,535	37.5	199,200	3.5
Indiana	2,696,072	1,669,267	61.9	974,521	36.1	52,284	1.9
Iowa	1,599,674	912,096	57.0	645,120	40.3	42,459	2.7
Michigan	5,735,303	3,260,197	56.8	2,342,971	40.9	132,135	2.3
Minnesota	2,461,571	1,487,663	60.4	856,059	34.8	117,849	4.8
Ohio	5,504,161	3,189,135	57.9	2,162,431	39.3	152,594	2.8
Wisconsin	2,655,729	1,638,538	61.7	965,656	36.4	51,535	1.9
Region	26,314,864	15,497,514	58.9	10,069,294	38.3	748,056	.03

Source: Snyder, 1989.

Rural Student Population

Enrollment. Rural students compose only 19% of the Region's total student enrollment. (See Table 62.) In keeping with their larger total populations, Illinois, Ohio, and Michigan had the largest absolute numbers of rural students. The states with the largest percentages of rural students, however, are the more rural states of Iowa, Minnesota, and Wisconsin. The smallest percentages of rural students are in Illinois, Michigan, and Indiana, all states which do not depend as much upon agriculture or mining (NCREL, 1989).

Table 62. Rural Students by State, 1987-88

State	Total Students	Rural Students	% Rural Students
Illinois	1,811,430	209,160	11.55
Indiana	963,218	186,892	19.40
Iowa	480,684	151,959	31.61
Michigan	1,578,962	226,435	14.34
Minnesota	710,245	219,960	30.97
Ohio	1,794,554	388,952	21.67
Wisconsin	772,277	192,837	24.97
Region Total	8,111,370	1,576,195	19.43

Source: Common Core of Data, 1987-88

Ethnic minorities. Rural schools in the Region's states are racially homogenous. At least 94% of rural students in each state in the Region are white. Michigan rural schools have the most racially diverse student enrollment. At the other end of the scale, Iowa has a less than 1% non-white rural student population. (See Table 63.)

Free school lunch. Rural students receive approximately the same level of free school lunch as the entire state school population. In both cases about 18% receive free school lunch. Table 64 contrasts rural and total students on the basis of the percentage of free school lunch received by the students in those areas.

Table 63. Rural Students by Race by State

State # (State %)	White	Black	Hispanic	American Indian	Asian	Total
Illinois	202,394	4,490	1,578	76	622	209,160
(%)	96.77	2.15	0.75	0.04	0.30	
Indiana	184,185	625	1,166	142	585	186,703
(%)	98.65	0.33	0.62	0.08	0.31	
Iowa	150,569	214	438	128	614	151,963
(%)	99.08	0.14	0.29	0.08	0.40	
Michigan	214,762	3,523	4,491	3,679	1,355	227,810
(%)	94.27	1.55	1.97	1.61	0.59	
Minnesota	209,061	643	1,355	4,883	1,865	217,807
(%)	95.98	0.30	0.62	2.24	0.86	
Ohio	379,246	4,771	2,837	269	1,500	388,623
(%)	97.59	1.23	0.73	0.07	0.39	
Wisconsin	186,512	5.53	1,382	3,606	784	192,837
(%)	96.72	0.29	0.72	1.87	0.41	
Region	1,526,729	14,819	13,249	12,783	7,325	1,574,903
(%)	96.94	0.94	0.84	0.81	0.47	

Source: Common Core of Data, 1987-88.

Table 64. Free Lunch for Rural and State

State	% Total Students	% Rural Students
Illinois	N/A	N/A
Indiana	17.67	11.57
Iowa	19.48	19.28
Michigan	N/A	N/A
Minnesota	19.00	21.28
Ohio	N/A	N/A
Wisconsin	17.49	18.16
Region %	18.32	18.19

Note: Region % is weighted based on number of schools in each area in each state. N/A means data not available.

Source: Common Core of Data, 1987-88.

Student-Teacher Ratio

Rural student-teacher ratios are about the same as the overall ratios for the states. The highest ratio is in Ohio at 20.1; the lowest is in Iowa at 13.9. The lower ratios tend to be in states which have a higher proportion of widely dispersed population. The Common Core of Data allows state data to be subdivided into rural areas for student-teacher ratios. (See Table 65.)

Table 65. Student-Teacher Ratio for Rural and State, 1987-88

State	Student-Teacher Ratio State	Student-Teacher Ratio Rural	Number of Rural Teachers
Illinois	17.78	16.58	55,754
Indiana	17.91	17.98	28,311
Iowa	15.26	13.91	12,512
Michigan	N/A	N/A	N/A
Minnesota	16.97	15.63	22,075
Ohio	19.86	20.09	47,350
Wisconsin	16.08	15.49	21,949

Note: N/A means data not available.
Source: Common Core of Data, 1987-88.

School Buildings

Numbers. Even though 19% of students in the Region are rural, about 30% of the schools are rural. Schools in the rural areas are smaller and there are more of them in an attempt to prevent busing unreasonable distances. Illinois, Indiana, and Ohio had the fewest proportion of rural schools in 1980 in keeping with their lesser rural population and employment. Iowa and Minnesota had the highest proportion of rural schools--almost half. (See Table 66.)

Size. The average school size for the Region in 1980 was 433 students. The average rural school size, at the same time, was 290. That is a striking difference of 143 students. The median school size was 373 for the Region, meaning that half of the schools were smaller than that number. The median school size for rural schools was 239, also a much smaller figure. (See Table 67.)

Rural schools typically have smaller enrollments than schools that are represented by the state averages. In Iowa, over 88% of the rural schools have 300 or fewer students compared to slightly over 38% of the rural schools in Indiana. Over 99% of Iowa's rural schools enroll 500 or fewer students, compared to less than 70% of Indiana's rural schools (NCREL, 1989). (See Table 68.)

Table 66. Total and Rural Schools by State, 1987-88

State	Total Schools	Rural Schools	% Rural Schools
Illinois	4,261	1,041	24.43
Indiana	1,886	471	24.97
Iowa	1,634	805	49.27
Michigan	3,619	682	18.84
Minnesota	1,570	753	47.96
Ohio	3,664	1,025	27.97
Wisconsin	2,002	763	38.11
Region	18,636	5,540	29.73

Source: Common Core of Data, 1987-88

Table 67. Average & Median Rural School Size by State, 1987-88

State Mean (State Median)	Total Schools	Rural Schools	Rural/Total Difference
Illinois	425	200	-225
	(327)	(169)	(-158)
Indiana	501	394	-107
	(444)	(365)	(- 79)
Iowa	294	189	-105
	(247)	(172)	(- 75)
Michigan	436	332	-104
	(388)	(317)	(- 71)
Minnesota	452	291	-161
	(378)	(218)	(-160)
Ohio	479	372	-107
	(415)	(338)	(- 77)
Wisconsin	386	253	-133
	(332)	(220)	(-112)

Source: Common Core of Data, 1987-88.

Table 68. Rural Students by School Size by State, 1987-88

State # (State %)	0-50	51-100	101-300	301-500	501-700	701-1000	1001-2000	2001-3000	3001 & Higher
Illinois	45	184	276	148	28	8	1	0	0
(%)	6.52	26.67	40.00	21.45	4.06	1.16	0.14	0.00	0.00
Indiana	4	8	173	149	103	32	5	0	0
(%)	0.84	1.69	36.50	31.43	21.73	6.75	1.05	0.00	0.00
Iowa	28	115	569	87	3	3	0	0	0
(%)	3.48	14.29	70.68	10.81	0.37	0.37	0.00	0.00	0.00
Michigan	64	33	223	237	92	24	9	0	0
(%)	9.38	4.84	32.70	34.75	13.49	3.52	1.32	0.00	0.00
Minnesota	37	57	401	163	56	32	6	5	0
(%)	4.89	7.53	52.97	21.53	7.40	4.23	0.79	0.66	0.00
Ohio	27	25	386	384	148	57	16	2	0
(%)	2.58	2.39	36.94	36.75	14.16	5.45	1.53	0.19	0.00
Wisconsin	18	105	401	175	50	12	2	0	0
(%)	2.36	13.76	52.56	22.94	6.55	1.57	0.26	0.00	0.00

Source: Common Core of Data, 1987-88.

Education for Urban Students

Urban Student Population

Enrollment. Throughout the Region, more than 27% of all students were located in very urban central cities (cities over 400,000) or mid-sized cities (cities under 400,000). Over 2.2 million students attended urban schools in the Region. The highest number of urban students, naturally, tended to occur in the most populous states. Illinois had the most urban students with 628,684, as well as the highest percentage, 35%. Minnesota had the lowest number with 87,400, and the lowest percentage with 12%. Table 69 lists the number and percentage of urban students in the seven states of the Region.

Table 69. Urban Students by State, 1987-88

State	Total Students	Urban Students	% Urban Students
Illinois	1,811,430	628,684	34.71
Indiana	963,218	265,857	27.60
Iowa	480,684	129,025	26.84
Michigan	1,578,962	400,212	25.35
Minnesota	710,245	87,400	12.31
Ohio	1,794,554	505,713	28.18
Wisconsin	772,277	223,248	28.91
Region Total	8,111,370	2,240,139	27.62

Source: Common Core of Data, 1987-88.

Ethnic minorities. The urban centers in all states have a higher ethnic and non-white student population than the states as a whole. In Michigan and Illinois blacks are the largest group in urban areas (57% and 48%, respectively) followed by whites (38% and 31%, respectively.) The highest white urban student level is in Iowa at 88%. The highest Hispanic urban student level is in Illinois at 19%. The highest Asian urban student population is in Minnesota at 6%. And, the highest American Indian urban student group is in Minnesota at 4%. Table 70 lists urban students by ethnicity.

Table 70. Urban Students by Race by State, 1987-88

State # (State %)	White	Black	Hispanic	American Indian	Asian	Total
Illinois	192,568	301,336	117,397	982	16,401	628,684
(%)	30.63	47.93	18.67	0.16	2.61	
Indiana	189,254	68,267	5,530	303	1,962	265,316
(%)	71.33	25.73	2.08	0.11	0.74	
Iowa	113,133	10,248	2,101	836	2,702	129,020
(%)	87.69	7.94	1.63	0.65	2.09	
Michigan	152,222	228,383	14,499	2,727	3,767	401,598
(%)	37.90	56.87	3.61	0.68	0.94	
Minnesota	66,930	11,324	1,060	3,126	4,960	87,400
(%)	76.58	12.96	1.21	3.58	5.68	
Ohio	06,667	181,080	10,330	712	4,825	503,614
(%)	60.89	35.96	2.05	0.14	0.96	
Wisconsin	156,994	46,991	11,129	1,897	6,367	223,378
(%)	70.28	21.04	4.98	0.85	2.85	
Region	1,177,768	847,629	162,046	10,583	40,984	2,239,010
(%)	52.60	37.86	7.24	0.47	1.83	

Source: Common Core of Data, 1987-88.

Students included in Chapter 1 and financial need. The state offices of education were telephone surveyed to identify the numbers of students served by Chapter 1 or included in their formula count for financial need for major cities in their states. The Chapter 1 count given was for the regular 1988-89 school year. Both public and non-public schools were included in the count. The formula count for financial need was also for the 1988-89 regular school year. The count was determined by individual state accounting methods.

Out of a total of 708,442 students served in Chapter 1 programs in the entire Region, 198,855 students (28%) were in the thirteen cities listed in Table 71. Just under one-half million students (449,151) from these same cities were included in the formula count for financial need. About 43% of all students in the Region counted as having financial need were in these thirteen cities.

Table 71. Chapter 1 and Economic Need Count by Cities for 1988-89

State	City	Number Served by Chapter 1 (Unduplicated)	Students Counted for Financial Need
Illinois	Chicago	61,193	186,698
Indiana	Indianapolis	7,500	3,282
Iowa	Des Moines	2,445	7,293
Michigan	Detroit	59,000	85,618
Minnesota	Minneapolis	5,175	N/A
	St. Paul	3,852	N/A
Ohio	Akron	3,713	10,287
	Cincinnati	6,193	18,448
	Cleveland	16,000	43,456
	Columbus	7,219	21,114
	Dayton	4,684	11,557
	Toledo	4,602	13,552
Wisconsin	Milwaukee	17,279	47,846

Note: For Minnesota, 1989-90 school year data was used, and financial need count not avialable. N/A means data not available.
Source: Telephone survey of state departments of education, 1990

Free school lunch. Urban students receive a higher level of free school lunch than the state averages. The weighted average percent of students receiving free school lunch in the Region's urban areas is 27% compared to 18% for total states. Table 72 contrasts urban and total students on free school lunch. Three states did not have information by area within the state on this variable: Illinois, Michigan, and Ohio.

Table 72. Free Lunch for Urban and State, 1987-88

State	% Total Students	% Urban Students
Illinois	N/A	N/A
Indiana	17.67	29.76
Iowa	19.48	24.88
Michigan	N/A	N/A
Minnesota	19.00	25.85
Ohio	N/A	N/A
Wisconsin	17.49	24.87
Region %	18.32	26.74

Note: Region % is weighted based on number of schools in each area in each state. N/A means data not available.

Source: Common Core of Data, 1987-88.

Student-Teacher Ratio

Student-teacher ratios for urban areas were fairly close to state ratios. The urban ratios ranged from 19.5 students per teacher in Ohio to 16.6 in Wisconsin. Table 73 lists the ratios for each state.

Table 73. Student-Teacher Ratio for Urban and State, 1987-88

	Student-Teacher Ratio		
State	Total	Urban	Number of Urban Teachers
Illinois	17.78	19.10	33,516
Indiana	17.91	17.60	14,859
Iowa	15.26	17.01	7,709
Michigan	N/A	N/A	N/A
Minnesota	16.97	19.10	4,618
Ohio	19.86	19.48	26,842
Wisconsin	16.08	16.56	13,543

Note: N/A means data not available.

Source: Common Core of Data, 1987-88.

School Buildings

Numbers. There are 18,636 schools in the North Central Region. Of these, 4,010 schools, or one-fifth, are located in urban places. About one-third of the urban schools in the Region are in very urban areas (central cities over 400,000 population.) Illinois has the highest concentration of very urban schools at 14%; Iowa has no very urban schools. Table 74 gives the number of schools by urban area.

Size. Located in densely populated areas, urban schools tend to be larger than the average in each state. While there are small urban schools in each state, the average urban school size is 53 to 195 more students enrolled than in the state overall. Tables 75 and 76 give information about urban school size.

Table 74. Total, Urban, and Very Urban Schools by State, 1987-88

State	Total Schools	Urban Schools	% Urban Schools	Very Urban Schools	% Very Urban
Illinois	4,261	1,018	23.9	579	13.6
Indiana	1,886	466	24.7	97	5.1
Iowa	1,634	264	16.2	0	0.0
Michigan	3,619	801	22.1	268	7.4
Minnesota	1,570	136	8.7	63	4.0
Ohio	3,664	901	24.6	277	7.6
Wisconsin	2,002	424	21.2	107	5.3
Region Total	18,636	4,010	21.5	1,391	7.5

Source: Common Core, 1987-88

Table 75. Average & Median Urban School Size by State, 1987-88

Mean (Median)	Total Schools	Urban Schools	Urban/Total Difference
Illinois	425	618	193
	(327)	(501)	(174)
Indiana	501	554	53
	(444)	(471)	(27)
Iowa	294	489	195
	(247)	(398)	(151)
Michigan	436	500	64
	(388)	(403)	(15)
Minnesota	452	643	191
	(378)	(561)	(183)
Ohio	479	551	72
	(415)	(475)	(60)
Wisconsin	386	527	141
	(332)	(428)	(96)

Source: Common Core of Data, 1987-88.

Table 76. Urban Students by School Size by State, 1987-88

State # (State %_)	0-50	51-100	101-300	301-500	501-700	701-1000	1001-2000	2001-3000	3001 & Higher
Illinois	30	23	183	273	225	141	115	23	5
(%)	2.95	2.26	17.98	26.82	22.10	13.85	11.30	2.26	0.49
Indiana	18	5	63	179	125	43	44	3	0
(%)	3.75	1.04	13.13	37.29	26.04	8.96	9.17	0.63	0.00
Iowa	6	6	54	116	48	11	21	2	0
(%)	2.27	2.27	20.45	43.94	18.18	4.17	7.95	0.76	0.00
Michigan	98	13	150	244	156	70	52	14	4
(%)	12.23	1.62	18.73	30.46	19.48	8.74	6.49	1.75	0.50
Minnesota	2	1	11	46	31	28	15	2	0
(%)	1.47	0.74	8.09	33.82	22.79	20.59	11.03	1.47	0.00
Ohio	21	9	108	370	231	100	72	7	0
(%)	2.29	0.98	11.76	40.31	25.16	10.89	7.84	0.76	0.00
Wisconsin	14	9	76	158	93	32	38	4	0
(%)	3.30	2.12	17.92	37.26	21.93	7.55	8.96	0.94	0.00

Source: Common Core, 1987-88

Rural and Urban Issues in State School Planning

Rural/Urban Comparisons

Through the course of compiling this description, a few broad issues were identified regarding rural and urban challenges in education. In some ways, rural and urban students are quite similar in the problems they face. Poverty, substance abuse, teen pregnancy, and family instability are common themes in both rural and urban areas. In other ways, rural and urban locations are starkly different from each other in terms of opportunities and resources available and cultural homogeneity. By comparing and contrasting the rural and urban areas of the states, it will be possible to better understand their educational needs. The result of this clearer and more complete understanding will serve as the foundation of policy and programs which better serve the students in each state.

Rural/urban similarities. In many educational, social, emotional, and physical needs, rural and urban children are very much alike. No matter where they live, children have basic needs. Furthermore, children in both rural and urban areas share some difficult challenges.

Rural children are sometimes regarded as having secure, homey environments because they live "in the country" or on farms. They are thought of as having stable, long-term communities of concerned citizens. They certainly can have wonderful experiences which urban children are not so likely to have, and may develop skills which urban children are not likely to develop.

There is concern, however, that the public may underestimate the seriousness and extent of problems faced by rural students. Just as in large cities, many rural children come from homes with single parents, alcohol and substance abuse, child abuse, neglect, or poverty. Rural families can be just as transient and non-supportive of each other as they are in any city. In some states, rural students have as high rates of poverty, dropout behavior, and teen pregnancy as do urban students.

Rural/urban differences. There are many inherent differences between the environments and the education in the rural areas and the central cities. The isolation of rural families, even if it is relative, creates a special array of problems. Lack of social contact and social support systems, can make the emotional side of life more difficult. Increased expenses for travel and transportation of goods can tax family and community finances. Lack of educational resources, particularly scientific and artistic ones, gives education an extra challenge. The schools have small numbers of personnel who are required to perform a large variety of services.

Rural populations may also differ from each other. Ohio, as an example, has two very different types of rural areas: the northern agricultural area, and the southern mining area. Rural students in the northern part of the state have high attendance rates, almost always finish high school, and often go to college. Drug problems and teen pregnancy rates are low. The southern part of the state is part of Appalachia, and the rural population there is very different culturally from the north. That area has high dropout rates, teen pregnancy rates, and illiteracy.

On the other end of the scale, the very size of large cities and the accompanying density can contribute to problems of another unique sort. The ethnic diversity may introduce extra stresses into the urban student's experience. Language barriers, lifestyle differences, and great economic variance can add to the problems of city students. Most states with large cities give special attention to the educational problems of those cities.

Rural Student Needs

When considering the special needs of rural students, the states work on communication. They focus on letting the rural schools and school districts know what resources could be and are available to them. They also work on dissemination of programs, i.e., taking specific programs to the schools when that is appropriate.

Some states are also offering special incentives to the schools at large to improve their educational environment. The states thereby give the planning power to the schools themselves and encourage their individual initiative. Michigan, for instance, has several grant programs which encourage creative planning within the schools.

There are few programs in the states which are targeted specifically for rural students. The programs in place are usually distance learning projects which televise academic courses to rural areas. Some states are also interested in providing Advanced Placement classes for high school students who are capable of college-level work and would like to receive credit for it. Illinois also has a cultural enrichment program for rural students.

Only Illinois has an office of Rural Education as part of its state board. Michigan is mounting a focus in the area of special rural needs and has long had its Upper Peninsula office which has functioned as a rural office, extending help into the rural areas. None of the remaining states has designated special staff for rural issues and programs.

Rural schools have several problems which are associated with staffing. The limited staffs of small schools limit both the numbers of courses which can be taught and the numbers of personnel to deal with special activities. State personnel are interested in making a wider variety of courses available to the high schools. They are also interested in special education programs which are available to rural schools at all levels. Recruitment of teachers in the rural areas is also an ongoing effort, particularly for ethnic minority teachers to serve as role models.

State offices are also aware of staff problems in implementing new programs or special initiatives. In small districts where the principal may already be the bus driver and the librarian, a new program is likely to be another overload on someone's already thinly-spread time. States are reluctant to give rural areas more programs knowing that they may be more burden than help, or that they might not be well implemented.

Urban Student Needs

The states are aware of special urban needs and sometimes target special programs to meet them. Very urban schools, in the large inner cities, sometimes have the same problem as rural schools with providing instruction in limited academic areas such as math and science. If they have few students interested in such topics, they, likewise, have difficulty staffing very small classes. They also struggle with teacher recruitment, especially with minority teacher recruitment. Large cities may also have special needs as a result of their ethnic minorities. They may need to work with desegregation policies and implementation. They may also need special attention for English proficiency.

Some states target grants particularly for their central cities. Illinois, for instance, has targeted 90 city areas for special monies. The state offers grants to individual schools, which they may be very creative in applying. Iowa works with desegration of its geographically limited ethnic population.

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ILLINOIS

Illinois is the most populated state in the North Central Region. It is a beautiful combination of farmland and cities. The state is unusually dominated by one urban center: Chicago. Outside of Chicago and the eight other large cities, the state has a very small but very rural population. Illinois' people depend on a wide variety of income sources, and, as a result, the state has been resilient to recessions in specific sectors of the economy. Education in the state has the challenges of both large urban centers and rural, widely dispersed populations.

The following report discusses the demographics of the state, and the demographics for the rural and urban populations specifically. It then discusses the economy in the state, particularly as it relates to the rural and urban populations. Finally, information regarding the educational context is presented for the state as a whole, followed by the rural and urban areas in particular.

Topography

Illinois topography is characterized by the lake area of Chicago and the rolling prairies of farmland. The southern part of the state is diverse, with hills and flat plains.

Illinois is bordered on the east by 63 miles of sandy, flat coastline along Lake Michigan. There are no natural harbors, although artificial ones have been built along it. The shoreline has contributed to the transportation availability of Chicago, and has helped to build it into the powerful city that it is today.

Most of Illinois is a gently rolling plain capped by the fertile topsoil of the Interior Plains of the nation. In its natural condition the land is covered by prairie grass. Small hills and lakes dot the land north and west of Chicago. The state's highest hills are in the northwest county of Jo Daviess.

The southern part of the state is crossed by a band of land called the Shawnee Hills, sometimes called the Illinois Ozarks. Their hills and valleys are covered by forests. The most southern tip of the state is part of the Gulf Coastal Plain, a land type that extends north from the Gulf of Mexico. The northern part of it is hilly, the southern part is flat.

Demographics of the State Population

Population

Illinois is the most populated state in the region, with a total population of just over 11-1/2 million. It is also the sixth most populated state in the nation. The population has been generally stable, and has had only a 1.1% increase from 1980 to 1986. (See Regional Report, Tables 1 and 2.)

In 1980 the population count from the Census was 11,426,518. Six years later, the estimated population was 11,552,000. These figures represented an estimated growth rate of only 1.1%. The state lost over one-third of a million residents to migration, but gained by the ratio of the number of births to the number of deaths. The final net change was a gain of only 126,000 people. (See Regional Report, Table 2.)

As a state, Illinois has a very large SMSA, a few large cities, and a broadly dispersed rural population. This diversity, along with the ethnic diversity, gives Illinois a broad range of issues with which it must be concerned.

Population Density

The land area of the state is 55,645 square miles. From these numbers, it may be computed that the density in the state is an average of 205 people per square mile. Illinois is the second most population-dense state in the Region, after Ohio. (See Regional Report, Table 3.)

Ethnic Groups

When white settlers came to Illinois, they found the area settled by several tribes of Indians. These tribes had united to form the Ilini Confederacy, meaning "superior men." They were part of the Algonquin family. The Iroquois Indians attacked them, diminishing their numbers. By the early 1800s, several tribes remained in the area, notably Sauk, Fox, and Sioux tribes, as well as others.

The southern part of the state was first to be settled by white pioneers. They came primarily from the nearby southern states and Pennsylvania. By 1825, settlers came from the eastern states; they made their homes in the northern part of the state. After manufacturing became viable in the state, European immigrants streamed into the state to work in factories and plants. They came from Ireland, southern Europe, Poland, Sweden, and Russia. Settlement of the state was facilitated by the ease of water travel on Lake Michigan and a network of rivers and canals.

With its continued influx of immigration, Illinois has become the most ethnically diverse state in the NCREL Region. It has a larger percentage of all minorities but American Indians than any other state in the Region. In 1980 almost 15% of the population was black, another 5.5% was Hispanic, and 1.5% were Asian. The American Indian population in Illinois, is one of the smallest in the Region, at .17%. (See Regional Report, Table 4.) According to population projections, the black population will increase to 17.5% of the total in the year 2000. (See Regional Report, Table 5.)

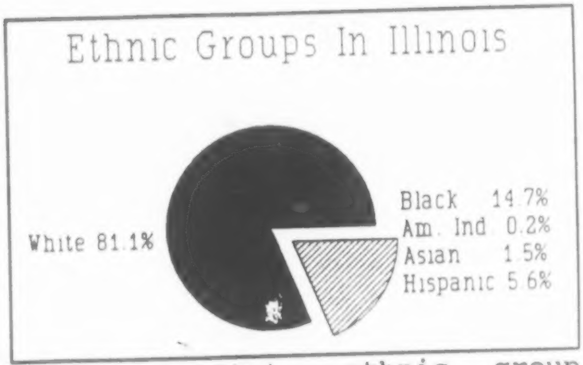

Figure 1. State ethnic group percentages (See Regional Report, Table 4.)

Age Trends

The median age has risen in Illinois, just as it has in other states in the Region. However, Illinois had one of the smallest increases. In 1970 the median age for the total population was 28.6. Within ten years, the median age had increased by 1.3 years, to 29.9 years. The median age in Illinois at that time was very close to the national average of 30 years. (See Regional Report, Table 6.)

The age distribution in Illinois is very similar to other states in the Region. The median age has risen as the percentage of children decreased, while the percentage of adults increased. In 1970 the preschool age group--0 to 4 years--decreased by 1%. In 1970 over one-fourth (25.7%) of the Illinois population were of school age--5 to 17 years. This percentage dropped to 21.1% in 1980. These 1% and 4.6% changes simply shifted to the older groups. The 18- to 64- year old group increased over the decade by 5.5%, and the 65 and up group gained 1.2% of the population share.

The percentage of age distribution for Illinois was exactly the same as for the entire region for the youngest (0 to 4 years) and the oldest (65+) age groups. The percentages for the other two age groups are within 0.5% of the Region totals in 1980. (See Regional Report, Table 7.)

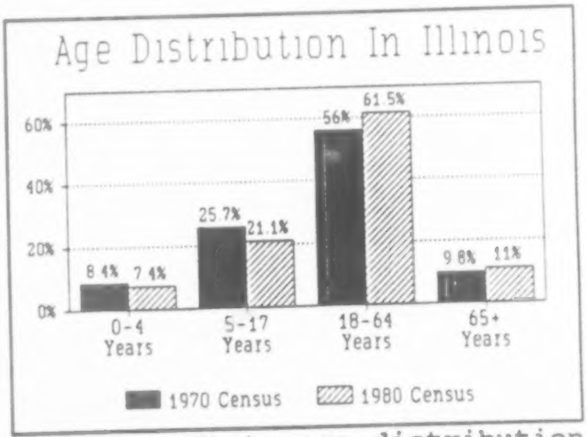

Figure 2. State age distribution (See Regional Report, Table 7.)

Family Structure

In 1979 there were 4,045,374 households in Illinois. By 1985 the number had increased to almost 4-1/4 million households, an increase of 4.1% over the Census year of 1980. The increase in the number of households was the result of the declining size of the average household. The average number of persons per household in 1980 was 2.76; in 1985 it was 2.67. (See Regional Report, Table 8.)

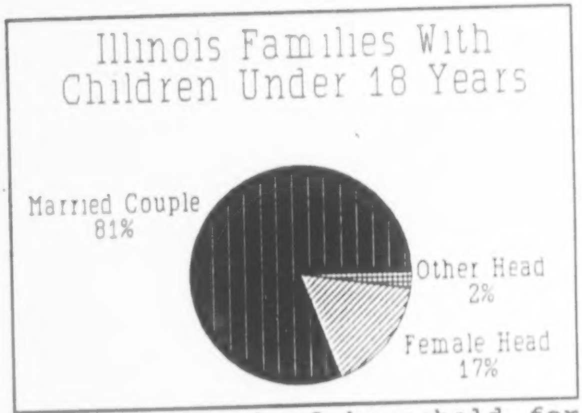

Figure 3. Head of household for families with under 18 age children (See Regional Report, Table 9.)

In 1980 there were just under three million (2,945,108) families in Illinois (USDC, 1988a). (Each family had more than one person and those people were related.) One and one-half million families in the state had children under the age of 18. About 81% of those families were headed by married couples. Almost 17% of the families in the state were headed by females who had no spouse present. That percentage for single mothers was the second highest in the Region. The remaining 2% of the families were headed by another relative. (See Regional Report, Table 9.)

Family structure has undergone radical change in Illinois, as it has in the nation. One in four households in Illinois has a single person living alone. The rise in singleness is the result of later marriage for young adults, as well as fewer marriages. Divorce contributes to the singleness, along with the loss through death. Almost half of the women over age 65 are widows (USDC, 1988a). These great changes in family structure have had the most impact on children. In Illinois, for instance, approximately one in every four babies is born to a single mother. Many children are growing up in single parent households (Hodgkinson).

Poverty

In Illinois in 1970, 7.7% of all family units, with and without children, were living with a money income that was under the poverty level. By 1979, the percentage of families in poverty had risen to 8.4%. The poverty percentage is much higher for families with children. Approximately 12% of the families with children under 18 had poverty incomes in 1980. (See Regional Report, Table 10.)

Single parents in poverty. In Illinois, as in other states in the Region, single mothers and their children are more likely to be living in poverty than any other family group. In 1980, nearly 286,000 women in the state were single mothers. Forty-two percent of these women were living with poverty incomes. Illinois had the highest percentage of poverty in the Region among single mothers. (See Regional Report, Table 11.)

Children in poverty. Illinois had the highest percentages in the Region for children in poverty. About 15% of all children in the state, in all family situations, were living with poverty incomes. This is 4% higher than the poverty rate for the total population. (See Regional Report, Table 12.)

Educational Attainment

Expectations for educational achievement have changed from what they were in the turn-of-the-century days of agricultural dependence and big city factories. In those early days, a high school education was less common, and not necessary for supporting a family. There is little disagreement that now, however, a high school diploma is a necessity for any kind of life. Since the beginning of the century, the social environment has increasingly encouraged the move toward more high school completion. One measure of this change is the percentage of adults over age 25 who have completed high school. That percentage has consistently increased over the years. In Illinois, two-thirds (66.5%) of the population over age 25 had completed a high school education in 1980. (See Regional Report, Table 13.)

As Catterall noted (1988a), attainment may be more a function of socio-economic status than it is of ethnicity. A look at the Asian population lends some support to the idea of a cultural component of some kind, be it socio-economic or ethnic alone. The Asian dropout rates are the lowest of any of the ethnic groups in Illinois, and half of Chicago's Asian adults possess a college degree (Hodgkinson).

Dropout rate. Illinois has an increasing problem with dropping out and truancy. The numbers of dropouts and truants have increased steadily since 1984. The dropout percentages increased from an annual rate of 5.5% in 1984 to an annual rate of 6.3% in 1988. The total annual number of dropouts for all grades increased from 29,392 in 1984-85 to 34,898 in 1987-88 (ISBE, 1989a).

The annual dropout rates can be better understood by examining the cumulative dropout rate (for a given class of students) over a multi-year period. In 1980 sophomores across the state were counted for a later comparison. When those students were counted again in the spring of 1982, their graduation year, about 14% had dropped out (Bakalis and Safer, 1988). This shows the three-year cumulative effect of having about 4.9% of the students drop out each year.

The state later studied a group that was enrolled in the ninth grade in the fall of

1984. Four years later, their graduation numbers indicated an attrition rate of 21.8% (ISBE, 1989a). This shows the cumulative effect of having slightly over 6% of the students drop out each year. These longitudinal studies generally give a clearer picture of the pattern of dropping out.

The dropout rates for Hispanic and black students are higher in Illinois than they are nationally (25% compared to 18% nationally.) Dropout rates are lowest for Asian students (Bakalis and Safer, 1988).

According to state figures for the 1987-88 school year, the dropout rate for elementary grades was approximately .6%. This figure is the average for the total of all elementary schools and all ethnic groups. When ethnic groups are considered separately, whites had the lowest numbers, .2%. Blacks and Hispanics are similar to each other, with dropouts of 1.3% and 1.5%, respectively. American Indians lost 1.1% of their enrollment, and Asians lost .5%. The percentages seem small, but the numbers of children they represent are impressive. The overall total number of children who dropped out during the first eight grades of school in Illinois was 6,248.

Secondary students have the highest dropout rates, with the largest numbers leaving school in the tenth and eleventh grades. The overall percentage of students dropping out, for all four grades, 9 through 12, was 6.3%. That small percentage represents nearly 35,000 students in one academic year. And over four years, it represents nearly one-fourth of the total student enrollment. More males dropped out than did females. Across ethnic groups and across grades 9 through 12 (ISBE, 1989a).

Some ethnic groups have higher dropout rates than others. The smallest numbers were Asian-Pacific Islanders who had only a 2.6% dropout rate. The white school population lost 4.6%. The highest dropout rates came from the Hispanic students, of whom 12.6% dropped out in one year. Blacks were again close behind, with 10.5%. American Indians dropped out at a rate of 7.7% (ISBE, 1989a).

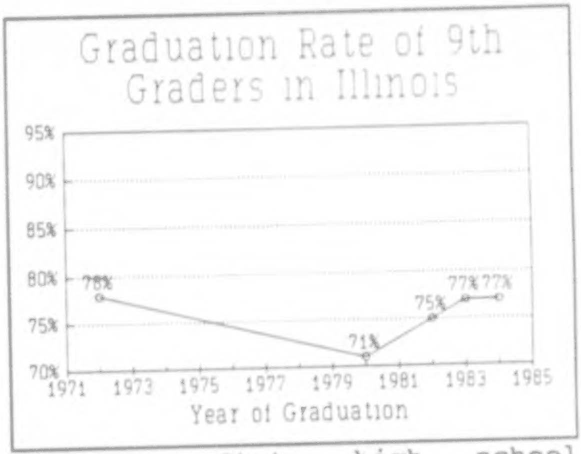

Figure 4. State high school graduation rate (See Regional Report, Table 15.)

Graduation rate. The graduation rate is consistent with the dropout rates in the state. The rate has fluctuated only slightly since 1972, hovering between 71% and 78% in Illinois. Illinois has one of the lowest rates in the Region. (See Regional Report, Table 15.)

Demographics of the Rural Population

Rural Population

Outside the nine urban areas of the state, the environment is very rural. Some rural areas have fewer than one person per square mile. The least populated areas are clustered in the west, and in the south and southeast. In the common vernacular, the state is basically divided between Chicagoland in the northeast and everything else, which is "downstate." Farming is done all over the state, while mining and oil production occur mostly in the southern part of the state.

Using the Census definition of rural areas, and the 1980 Census information regarding Illinois, approximately 17% of the population of Illinois was rural. Since the average rural population for a state in the North Central Region in 1980 was almost 30%, Illinois is clearly the least rural state in the region. It became slightly less rural between 1970 and 1980, dropping just .3%. (See Regional Report, Table 16.)

Ethnic Groups in Rural Areas

Rural areas throughout the Region, including Illinois, have primarily white populations. The rural areas of Illinois are 98.3% white, 1% black, and .8% Hispanic. The rural areas have very small percentages of American Indians and Asians, .1% and .2%, respectively. (See Regional Report, Table 17.)

Age Trends in Rural Areas

The median age for the rural population in Illinois was 30.7 in 1980. That number was .8 of one year higher than it was for the entire state as a whole, and .8 of one year higher than the average for the rural Region. (See Regional Report, Table 18.)

The rural statistics on age distribution follow the same pattern as the state trends. The population has become older as the proportion of children shrinks and the baby boomers swell the older ranks. The changes in both directions were slightly smaller in magnitude for the rural population than they were for the state as a whole. Also, the rural population has a slightly larger percentage of children and a slightly lower percentage of adults than the state population. The percentage of rural children ages 5 to 17 was about

2% higher than the state total percentage. The percentage of rural adults age 18 to 64 was about 3% lower than the state total percentage.

The change in the percentages of children in the rural areas are very similar to the change in the state percentages. In the 0- to 4-year age group of children, the percentage of rural children declined by .6% between 1970 and 1980, compared to a 1% decline for the state. The percentage of children age 5 to 17 declined by 4.5%, compared to the state total change of 4.6%.

The percentage of adults aged 18 to 64 increased by 4.8% over the 70s. This can be compared to the overall state change of 5.5%. The oldest age group, 65 and over, increased by only .2%; the state increase in this group was 1.2%. (See Regional Report, Table 19.)

Family Structure in Rural Areas

About 18% of the 1-1/2 million Illinois families with children under 18 live in rural areas. This percentage is consistent with the population as a whole. (See Region Report, Table 20.)

More of the rural families are headed by married couples. About 91% of the families in Illinois were headed by married couples, 7% were headed by single mothers, and 2% were headed by other relatives. (See Regional Report, Table 20.)

Rural Poverty

In Illinois poverty rates are lower for rural families with dependent children than they are for families throughout the state. Over 8% of the rural families were living in poverty in 1980, compared to 12% for families in the entire state. The percentage of farm families with children living in poverty is as high as the state, 12.3%. (See Regional Report, Table 21.)

Single parents in poverty. One-third of the single mothers living in rural areas also live with poverty incomes. This percentage is common for the Region. The single mothers on farms, however, have less poverty. (See Regional Report, Table 22.)

Children in poverty. About 10% of the rural children in the state were living in families with poverty incomes in 1980. Again, the rural areas have less poverty than does the state as a whole. The farms, however, have 14% poverty for children, and are like the state. (See Regional Report, Tables 23 and 24.)

Educational Attainment in Rural Areas

The rural residents have gained in educational attainment. In 1970 rural residents over age 25 were over 6% lower in high school graduation rates than the total population of Illinois. By 1980 there was only a 1.1% difference between the rural and total groups. (See Regional Report, Table 25.)

Illinois had the biggest improvement in educational levels for rural citizens of the Region between 1970 and 1980. Illinois started the decade in 1970 with a rural attainment rate of 46.5%, and by 1980 had a rate of 65.4%. In the ten years between 1970 and 1980, there was an almost 19% change in the number of rural citizens over age 25 who had high school diplomas, and Illinois was at the top of the Region. (See Regional Report, Table 26.)

Demographics of the Urban Population

Urban Population

More than one-third of the state's population live in central cities. In 1970, 39% lived in central cities; by 1980, 36%. This drop is typical of the Midwest and the NCREL Region. (See Regional Report, Table 27.)

Illinois' population statistics are dominated by the size of one city: Chicago. A conservative estimate states that half of the state's people live in the Chicago metropolitan area. Other estimates put the figure at 9 million, compared to the state's 11-1/2 million. Seventy percent of the state's urban population live in the Chicago metropolitan area. The 170 suburban cities in the Chicago area have the highest growth rates in the state. Some communities expanded by approximately 10,000 people in ten years.

The remaining 30% of the urban population of Illinois live in the following eight metropolitan areas: Rockford, Peoria, Springfield, Rock Island-Moline, Metro-East cluster (the Illinois portion of the St. Louis, Mo., metropolitan area), Decatur, Champaign-Urbana, and Bloomington-Normal. Wheaton was not on the list in 1980, with a population of only 43,000. By 1987, its projected growth gave it a population of 50,300.

Table IL-1 Cities with Populations Over 50,000

City	Population in 1980	Population in 1987
Chicago	3,005,072	3,021,700
Rockford	139,712	137,800
Peoria	124,160	114,600
Springfield	99,637	102,500
Decatur	94,081	90,300
Aurora	81,293	88,000
Joliet	77,956	77,800
Evanston	73,706	71,400
Waukegan	67,653	74,600
Arlington Hgts.	66,116	69,600
Elgin	63,798	72,000
Cicero	61,232	61,200
Oak Lawn	60,590	57,900
Skokie	60,278	59,300
Champaign	58,133	60,400
East St. Louis	55,200	50,200
Oak Park	54,887	54,400
Des Plaines	53,568	56,500
Schaumburg	53,305	61,000
Mount Prospect	52,634	54,000

Source: US Census, 1980, and McNally, 1989.

Most of the state's population centers are clustered, then, in the northeast of the state (Chicago and surrounding counties), the central part of the state, and the southwest corner, in the St. Louis area. There is also one pocket of urban development in the northwestern area around Moline.

Ethnic Groups in Urban Areas

In Illinois the central cities have populations which are 59% white, 33% black, .2% American Indian, and 2.1% Asian. Residents of Hispanic origin, who may or may not be included in each of the racial groups, numbered 11.5%. The central cities of Illinois have the second highest percentage of minorities in the Region, following only Michigan. (See Regional Report, Table 28.)

Chicago is the center of the state's minority and immigrant populations. Most of the black and Hispanic population in Illinois live in the Chicago area. Furthermore, approximately 90% of the foreign born residents of the state live in the Chicago metropolitan area (Hodgkinson).

A more detailed look at the 1980 Census count gives a graphic demonstration of Chicago's ethnicity. At that time, only 16% of the white population of the state lived in the Chicago central city. On the other hand, the city was also home to 71% of the blacks in the state, 34% of the American Indians, and 42% of the Asians and Pacific Islanders.

Approximately 66% of those of Hispanic origin, who may be of any race (and therefore may be part of these ethnic groups also), lived in the city. During the 80s, it was determined that the Hispanic population is primarily Mexican American; 63% have those roots. Another 21% of the Hispanic group are Puerto Rican, 3% are Cuban, and 10% are from other nationalities. Four out of five Hispanic residents are bilingual in Spanish and English (Hodgkinson).

Age Trends in Urban Areas

The median age for central city residents has remained stable for several years. The median was 29.2 in 1970 and 29.1 years in 1980. The state median was slightly below the state median age of 29.9 in 1980. (See Regional Report, Table 29.)

Like the rest of the states in the Region, Illinois experienced a shift in the population between 1970 and 1980. The percentage of children, relative to the total population, dropped by 4.2%. In 1970 children composed about 32% of the total population of the state. By 1980, children made up about 28% of the population. (See Regional Report, Table 30.)

Family Structure in Urban Areas

A large proportion, almost one-third, of the families with children under 18 were living in the central cities of Illinois in 1980. Illinois had the largest proportion in the Region of these central city families. This fact is a reflection of the relatively urban nature of the state overall (33% of the population lived in central cities, compared to 17% in rural areas.) (See Regional Report, Table 31.)

In Illinois central cities, just over two-thirds of all families with young children were headed by married couples. That is the second lowest proportion of "complete" families in the Region. Almost 30% of the families in central cities were headed by single mothers. The final 3% were headed by other relatives. (See Regional Report, Table 31.)

In 1980, 85% of the 286,000 single mothers in Illinois were living in urbanized areas. More than one-half, 57%, were living in central cities specifically. This is a much higher proportion than the number of total families (one-third) living in the central cities. (See Regional Report, Table 32.)

Half of all the family units in Chicago include children who are under the age of 18. A large number of families, with and without children, are headed by females with no husband present. This is particularly true of black and American Indian families. The average family size varies by ethnicity and family structure somewhat.

The total number of families in Chicago in 1980, for all income levels, was 712,071. That number included all types of families: related people living in the same household with and without children. A little more than half, 56%, of all families in Chicago had related children under age 18. (These figures do not include unrelated individuals or individuals living alone.)

Approximately 27% of all families, with and without dependent children, were headed by females with no husband. When only the city-dwelling families with children under age 18 are considered, one-third were headed by female householders with no husband present.

There are ethnic differences between families with two-parent and one-parent households. Comparing only families with children under 18, there are more single parents among blacks and American Indians than there are among other groups. Half of the black families with children under 18 are headed by females with no husband present. Almost the same percentage (45%) is true of American Indians. At the other end of the scale is the Asian group, with only 7% of the families with children having only the mother present. The white group had an 18% rate. Those with Spanish origin cited 21% single-mother families.

The average number of persons per family for all families, including those without dependent children, was 3.48. Across ethnic groups, the average family size varied somewhat. The highest number of persons per family occurred in the families of Spanish origin, at 4.08. Blacks were next, with 3.82 members per family. The white population had the smallest family groups, as an average, with 3.15 persons per family.

Across ethnic groups, average family sizes for families with two parents and with one parent were very similar, even though an adult was not present in the second group. The largest difference was with the Asians, which had a .4 drop in average family size when a husband was not present (USDC, 1985).

Urban Poverty

The percentage of families living in poverty is higher for the central cities in Illinois than it is for the total state. There were 537,000 families with children in the central cities of Illinois in 1980. Of these families, 117,500 (22%) were living with incomes under the poverty level, twice what is found in the rest of the state. (See Regional Report, Table 33.)

Illinois has one of the largest numbers of AFDC recipients in the Region. In 1986 there were approximately 72.1 AFDC recipients for each 1,000 population in the Chicago SMSA. Even with the broader definition of the city, these figures are among the highest in the Region. Detroit and Milwaukee-Racine had higher numbers; Des Moines and Minneapolis had half that number. (See Regional Report, Table 34.)

Families headed by women with no husbands present are also much more likely to be living in poverty. The poverty areas have a large number of children, particularly children with mothers living without a spouse. The following numbers paint a graphic picture of the poverty neighborhoods of the inner city.

Almost 100,000 families with dependent children were living with incomes below the poverty level in Chicago in 1980. That number represents 14% of the total of all families, including those without young children. It represents 25%, however, of all families with children under eighteen. That means that one of every four families with children in Chicago is living with an income below the poverty level.

Single mothers in poverty. Single-parent families are much more likely to be living in poverty conditions than are two-parent families. Illinois had the highest percentages of urban single mothers in poverty. In urban areas 43% of the single mothers were living in poverty; in the central cities 50% were living in poverty. (See Regional Report, Table 35.)

Indeed, a notable 74% of all the city-dwelling families with children and headed by females with no spouse present were living with poverty level incomes in 1980. Looking at it from another viewpoint, 71% of families with children living below the poverty level were headed by single mothers. The largest percentages of single parents in poverty conditions are among the blacks and the American Indians. Of the black families with children, living in poverty, 80% are headed by females with no husband present. About 72% of the Indian poverty families have only the mother present. The number is smaller for whites, but still over half, at 55%. Among the Asian groups, only 15% of the families with children in poverty are headed by women (Author calculations, USDC, 1985).

Children in poverty. Central cities in Illinois have the second highest percentage of children living in poverty in the Region: approximately 27% in 1980. Taking in the suburbs, the rate was 17% for the entire urbanized areas. That is still the highest rate of poverty for children in urbanized areas in the Region. (See Regional Report, Table 36.)

Chicago has a particularly large percentage of children living in poverty. Almost one city child in three lives in poverty. The percentage is double for children with a single mother. Approximately 60.5% of those with single mothers live in poverty. (See Regional Report, Tables 37 and 38.)

Half of the children (50.4%) in Chicago live in poverty areas. Most of the children (78.5%) who live in these areas also live in families with poverty incomes. The children who have mothers but no fathers present, present an even more striking picture. In the poverty areas, 71.7% of the children have single mothers, and 82.5% of them live in families with incomes below poverty levels. (See Regional Report, Tables 37 and 38.)

Ethnic groups in poverty. Poverty is a prevailing condition in much of Chicago and is somewhat related to ethnicity as well as family structure. Blacks and American Indians have a much higher proportion of poverty in the city than do whites and Asians. Whites and Asians have the lowest percentages, 10.6% and 12.3%, respectively. Blacks and American Indians have the highest percentages of families with children in poverty, 31.7% and 31%, respectively. Therefore, one of every three black or American Indian families is living below the poverty level in Chicago. (See Regional Report, Table 39.)

Educational Attainment in Urban Areas

Illinois has had one of the lowest percentages of educational attainment in the Region. In 1970 slightly more than 46% of the adult population in central cities had finished high school. In 1980 it was estimated that 60% of the population over age 25 had completed at least four years of high school. In both Census years, Illinois central cities had some of the lowest attainment scores, even though they did improve between 1970 and 1980. The attainment rates were lower in the central cities than they were in the total population. The difference was 6% in 1970 and 7% in 1980. (See Regional Report, Table 40.)

Just over half of the adult population in Chicago has completed high school or some amount of college. The highest graduation rate, 59%, was among the whites. Blacks were somewhat lower, 54%. The population with Spanish origins had the lowest graduation rate, 32%. These numbers are all much lower than those of the total population, statewide, 66.5%. They are also lower than the Region average of 68.8%. (See Regional Report, Table 41.)

Chicago Schools boast 20% of the student enrollment of the entire state. The bad news is that they also have a high proportion of the dropouts. In 1984 the city had 34% of the state dropout population (Bakalis and Safer, 1988).

Economy in Illinois

Economic Activities

According to the 1988 State Report, the Illinois economy is "in the midst of a five-year recovery from the severe recession of the early 1980s.... Currently, the recovery is being led by an improved international trade picture with exports by Illinois firms of $6.6 billion during the first nine months of 1988, up 34.5% from exports of $4.9 billion during the first three quarters of 1987."

"The long-term prospects for the Illinois economy remain strong based on: its large agricultural sector specializing in soybeans, corn, and hogs; its diversified durable manufacturing base taking advantage of Illinois' convenient location for steel manufacturing and its pool of skilled metal workers; its central location that has made Illinois the transportation and commercial center for the nation; its world-class universities and research institutes that are the core of a growing high-tech sector; and its enormous coal resources. However, continued short-term growth may depend on the success of the Federal Reserve's attempts to keep inflation at moderate levels without threatening the continuation of the economic recovery" (Illinois, 1988).

Illinois has had the largest total gross product in the Region. In 1984 the earnings totaled $112,667. About 31% of the state gross product comes from goods production, and over 67% from services and related areas. Two percent of the gross product comes from farming, making Illinois fifth in the Region for agriculture. (See Regional Report, Table 42.)

Services and related areas. Services and related areas are important sources of income in Illinois, providing 67% of the gross income. This area can be broken down into a number of sub-areas. Services themselves provide 20% of the income of the state. Retail trade comes in next at 8.8% of the gross state product. Finance, insurance, and real estate make up 8% of the gross state product. Chicago is the major center for the Midwest for finance and banking. Government and government-related activities account for 13.3% of the state's economic health. Other services constitute 16.5% of the state's income. (See Regional Report, Table 42.)

Manufacturing Illinois is a leading manufacturing state. Approximately 25% of its gross state product comes from manufacturing. Two-thirds of the manufacturing in the state is done in the Chicago area. In fact, Chicago is one of the nation's largest manufacturing centers. It is not surprising that the state leads in the production of farm machinery. Food-processing is next on the manufacturing list, followed by electrical machinery and a variety of fabricated metal products, bricks and structural tile, household needs, printed information, clothing, and farm products.

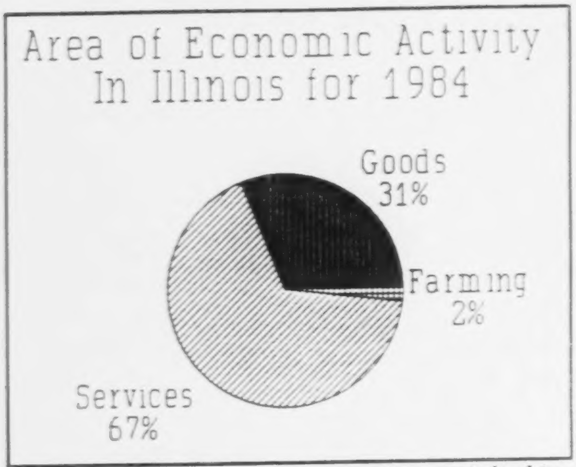

Figure 5. State economic activity (See Regional Report, Table 42.)

Mining and extraction. The northwest part of the state is the site for production of stone and sand and gravel. The southern part of the state is the location of mineral production. Coal mining accounts for only a small percentage of the state's gross product, and yet, Illinois is one of the top coal-producing states. Most of the coal is mined underground, with the exception of Perry County which is mostly surfaced mined. Oil is next in importance, most of which comes from the southeastern part of the state. As of the early 80s, approximately 30 million barrels are produced each year from 31,000 oil wells. Construction is also an important industry in the state. Mining and construction together account for 5.8% of the state's income. (See Regional Report, Table 42.)

Agriculture. The rich farm lands of Illinois still produce crops in abundance, making it a leading agricultural state. It produces a sixth of the nation's corn and is the largest producer of soybeans. Agriculture accounts for 1.8 % of the gross state product (USDC, 1988b). According to sector dependency guidelines, 36% of the rural counties are dependent upon agriculture. (See Regional Report, Table 45.)

There are over 98,000 farms in the state. Despite the coming of the conglomerate farm operation, only 18.2% of Illinois farms were estimated in 1984 to be larger than 500 acres. Just over one-fifth of the total farms were less than 50 acres in size. The average was 292 acres (USDC, 1988b).

The primary crop in the state is still corn, accounting for 40% of current farm production. Most of it is used as farm feed; another large portion is made into corn products such as syrup. It is grown mostly in the northern two-thirds of the state. The second largest crop in Illinois is soybeans. The state is the leading producer of the beans, which are grown all over the state. The northern half of the state also produces oats, wheat, and other grains. Illinois is the second largest producer of hogs. Most of the hog farms are in the west-central part of the state.

Atomic Energy. The state is dependent on nuclear energy. In numbers, 40% of the state's energy needs are produced by nuclear energy, compared to the national total of 16.7%. It is eighth in the nation in its percentage of nuclear energy (Hodgkinson, p. 2).

Personal and Household Income

Illinois ranks first in the Region for income, for both per capita and median family incomes. The per capita income, when compared in constant 1985 dollars, actually fell between 1979 and 1985. In 1979 the per capita income was $11,951; by 1985 the per capita income was $11,302. The median household income for the state in 1979 was $19,321. (See Regional Report, Table 43.) When Illinois is ranked by per capita income, it is fourth among the ten most populous states (Illinois, 1988).

The median income for female heads of families was half the median incomes of the total families in 1980--$9,247 (USDC, 1985).

Personal income has not improved for Illinois during the 80s as it has for the country as a whole. There are several reasons for this. One explanation is higher employment at lower economic level jobs. As Hodgkinson stated in his report, the state has added primarily lower-end jobs to its economy. It has relied heavily on large businesses and has not encouraged entrepreneurship which could build many sectors of the population.

There has also been a decline in well-paid manual labor jobs. According to Hodgkinson: "The state has not done well in creating new jobs--Ohio, Michigan and Indiana all added more new jobs than Illinois, even though their total populations were smaller. Manufacturing jobs declined more and service jobs increased less than nationwide." In fact, in the 1980s, 170,000 manufacturing jobs were lost in the state. To put that number into context, it is more than all the manufacturing jobs in either Pittsburgh of Philadelphia.

The suburbs are faring better than either the rural parts of the state or the large cities. Two-thirds of all income in the state goes to the suburbs (Hodgkinson, p.4). The suburban jobs are also 31% of all management level positions, compared to 24% in the cities. The cities also have a higher percentage of low end jobs than do the suburbs.

Unemployment

Illinois had one of the highest rates of unemployment in the Region in 1986, at 8.1%. It has usually ranked lower in the Region for unemployment, with 3.7% in 1970 and 11.3% in 1980. (See Regional Report, Table 44.)

Economy in Rural Illinois

Rural Economic Activities

Most of the counties in the state are classified as rural. Approximately 80 of the 102 counties are defined as rural, with only 17% of the population living there. The rural counties of Illinois are the locations for much of the agriculture in the state, mining (in the northwest and southern areas), and some types of manufacturing.

Economic sector dependency in rural areas. Of the rural counties in the state, one-third have a population which depends on agriculture for income. Manufacturing is also important in rural areas, with 22% of the rural counties depending on it. Mining is vital to 10% of the counties, and government to 7.5%. (See Regional Report, Table 45.)

Rural Unemployment

Unemployment figures improved over the 80s for the rural areas as well as the rest of the state. Between 1983 and 1987 unemployment decreased for the non-metro parts of the state by 2.8%. It dropped from 13.6% in 1983 to 10.8% in 1987. That decrease was a 20% change and was the smallest improvement in the non-metro parts of the Region. Illinois had the second highest unemployment rate in the Region. With unemployment still in double digits, the state's economy has not completely recovered from the problems of the 80s (NCREL). (See Regional Report, Table 46.)

Economy in Urban Illinois

Economic Activities

The urban areas are the locations for most of the services and manufacturing in the state. Services and manufacturing activities all benefit from the great transportation availability in the state. Chicago is the center of the Region for financial services and the third largest manufacturing area in the nation.

Median Household Income

Median income is one indicator of financial strength. The median household income for Illinois state in 1987 was $28,975. It was the highest income of the states in the Region. While Chicago's median household income was much lower than the state's, it was in the middle of the 13 largest cities in the Region. (See Regional Report, Table 47.)

Table IL-2 gives the comparative median incomes for the largest central cities in the state. Household incomes are much lower in Chicago and Springfield than in the rest of the state.

Table IL-2 Per Capita and Median Household Incomes of Largest Illinois Cities

City	Per Capita Income 1987	Median Household Income 1987
Chicago	$12,548	$23,622
Rockford	$13,914	$27,375
Peoria	$15,767	$29,043
Springfield	$13,268	$22,421
Decatur	$14,355	$26,627
Aurora	$13,747	$30,466
Joliet	$13,134	$28,161
Evanston	$18,618	$32,559

Source: McNally, 1989.

Education in Illinois

Student Population

Enrollment. Total school enrollment in Illinois for the 1989-90 school year was 1-3/4 million students. Approximately one-half million of the students are in secondary school. That number was another decline from the number the preceding year. Illinois continues to maintain its lead in the Region, however, with the largest enrollment of the seven states. (See Regional Report, Table 48.)

Public school enrollment in Illinois has consistently declined over the last 20 years. From the 1971-72 school year to the 1987-88 school year, total enrollment declined by almost 25%. Elementary schools lost more than 452,000 students; secondary schools lost almost 140,000. Only one county in the state showed an increase in enrollment (ISBE, 1989a). (That was Johnson County, in the southern part of the state.)

Age trends. The elementary schools in Illinois have experienced some increase in enrollment since the early 80s due to the "baby boomer's" children entering school. The increase is expected to be temporary. (See Regional Report, Table 49.) The secondary enrollment has been gradually declining.

Average daily membership and attendance. The average daily attendance has fluctuated in the low 90%s. In 1980-91 the average attendance was 94.1%; in 1986-87 the attendance was 92.2%. (See Regional Report, Table 50.)

Ethnic groups. In the 1987-88 school year, two-thirds of the elementary and secondary students in the state were white. Of the remaining one-third of the students, 22% were black, 9% were Hispanic, .12% were American Indian, and over 2% were Asian. (See Regional Report, Table 51.)

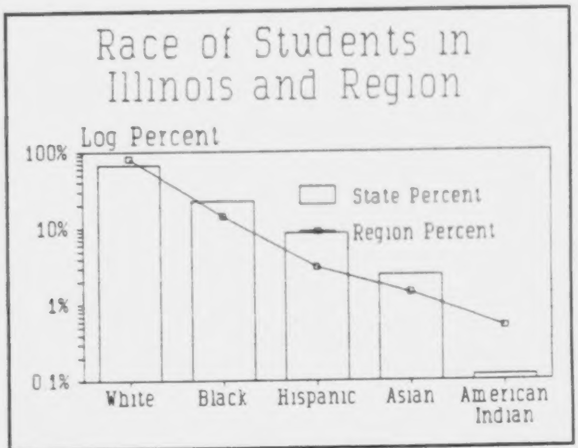

Figure 6. State versus Region student ethnic groups. (NOTE: Percentage shown on a log scale to better display smaller percentages; see Regional Report, Table 51.)

According to current state information, enrollment for white students has continued its downward trend, while enrollment for minorities has generally increased. Over the last ten years, enrollment for whites dropped from 72.9% to 66.6% (8.3%). The white enrollment was therefore once three-fourths of the enrollment in the state; it is now two-thirds. At the same time, the ethnic minority students increased from 27.2% of the total enrollment to 33.3%. (p. 37). One in every three students in Illinois is a minority student. Most of these students are in city schools--specifically, in Chicago (ISBE, 1989).

The number of Hispanic students increased most, rising from 5.5% to 8.5%. Black numbers increased less, according to state statistics. They went from 20.4% to 22.3%. Asians and Pacific Islanders more than doubled from 1.1% to 2.4%. American Indians remained stable at .1% (ISBE, 1989).

These changes in school enrollment are a reflection of the varied birth rates among all groups. These changes apparently will continue into the future, with the white population declining and ethnic groups becoming a larger part of the system. This is particularly true in the cities (ISBE, 1989).

Limited English Proficiency

As the percentages of minority students increase, so does the need for English proficiency training. For the current year, 1989-90, there are 73,184 students who have been tested and found to be Limited English Proficient. These children speak English at a level below the norm, and speak another language in their homes. Last year the number was

62,032. These children were considered eligible as a result of their testing; however, they may not all actually need such services, the state cautions.

During the 1987-88 school year, the number of LEP students was 45,285. More than three-fourths of these students were enrolled in Chicago schools. The other one-fourth were located downstate. The overwhelmingly largest language group was Spanish. Other languages spoken by students were an assortment of Southern European, North African, and Asian tongues. From .3% to 2.5% of all LEP students spoke each of these languages (ISBE, 1989).

Chapter 1 and financial need. In Illinois 152,300 students were given special academic attention through the Chapter 1 program. The poverty figure used by the state to determine Chapter 1 eligibility was 344,169. Illinois had the largest numbers in the Region in both categories. (See Regional Report, Table 52.)

Free school lunch. In Illinois approximately one-fourth of the students receive free school lunch. That percentage is by far the largest for the Region. It has also been very stable over the last several years. (See Regional Report, Table 53.)

Teaching Staff

Numbers. In the 1987-88 school year, the state employed 105,000 teachers. The student/teacher ratio was 17 students per teacher that year. Teachers composed about 56% of the staff in the state, with a resulting pupil/staff ratio of 10 students per staff member. (See Regional Report, Table 54.)

The relationship of teacher supply to teacher demand has changed between 1974 and 1988. In 1974 there were more teachers than there were positions in the state. It was a school district's market. Then the word got out across the nation, and fewer college students enrolled in the colleges of education. The numbers of available teachers began to fall, and by 1979, the demand for teachers began to outdistance the supply. The relationship has see-sawed in the last ten years. From 1985 to 1988, however, demand for teachers has been stronger than the supply. There were more incoming teachers in Illinois public schools than there were new graduates in Illinois colleges and universities. Teacher certification has increased in the state since 1985 (ISBE, 1989).

In the 1978-79 academic year, Illinois pubic schools hired 110,002 teachers. Certified staff, including principals and assistant principals, specialists, and so forth, totaled 129,491. The total staff, including over 68,000 non-certified staff, was 197,679. Nine years later, in the 1987-88 school year, the total number of teachers had declined by almost 5,000. The number of teachers at all levels was 105,217. Other certificated staff also declined, as did the non-certificated staff. The total certificated and non-certificated personnel employed in the schools was 186,595 (ISBE, 1989).

Along with students and teachers, the number of school districts has also declined in recent years. Numbers were reduced in all three categories: elementary districts, secondary districts, and unit districts. The total number dropped from 1,014 in 1978 to 977 in 1987 (ISBE, 1989). For the current school year 1989-1990, Illinois has 963 school districts. (That number includes four districts which are state operated, one department of corrections, and three non-operating units.) (Interviews)

Even with the reduction in school districts, Illinois education has been criticized for having such a large number of administrative units. According to state figures, 212 of the districts have fewer than 300 students. Another 211 districts have between 300 and 600 students. Therefore, some 44% of the districts in the state have fewer than 600 students; 62% of the districts have fewer than 1,000 students (Hodgkinson).

School Buildings

Numbers. As would be expected from its large enrollment, Illinois has the largest number of schools in the Region. During the 1987-88 school year, there were 4,261 schools. (See Regional Report, Table 55.)

Size. The mean enrollment for schools in Illinois is 425, one of the lower enrollment means in the Region. The median enrollment is 327, the second smallest in the Region. This is interesting, in light of the small proportion of rural schools in the state. (See Regional Report, Table 56.)

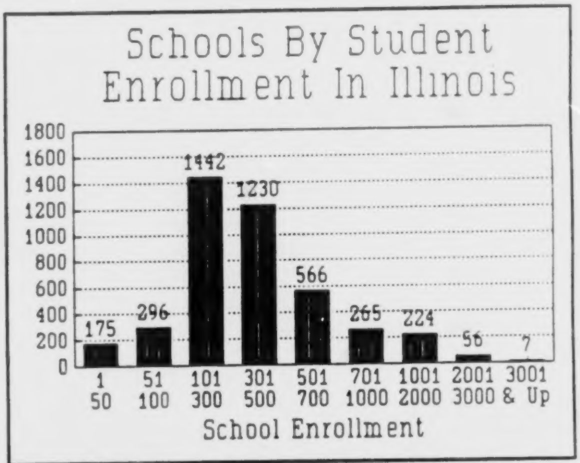

Figure 7. School enrollment size (See Regional Report, Table 57.)

Almost two-thirds of the schools in the states have enrollments of between 101 and 500 students. About 11% of the schools are smaller, with enrollments of under 100 students. One-fourth of the schools enroll over 500 students. Illinois has seven of the Region's nine schools which have populations of over 3,001 students. (See Regional Report, Table 57.)

Age of buildings. The 1989 Governors' Report gives a count of the instructional buildings in the states. That list indicates that Illinois had a total of 4,166 instructional buildings in 1987, the largest number in the Region. One-third of the buildings were constructed before 1940; in fact, 136 were built before 1900. Another one-third were built between 1940 and 1960. The remaining one-third have been built since 1960, with only 83 constructed since 1980. (See Regional Report, Table 58.)

School Finance

Costs per pupil. Like the other states in the Region, Illinois has greatly increased its spending on education over the last 30 years. Between 1960 and 1985, the state increased the per-pupil expenditures by more than two times. It has consistently spent more per pupil than the national average. Illinois started 1960 with per pupil expenditures of $1,624 per student. The average for the nation that year was $1,389 per pupil. Ten years later the state spent $2,620 compared to a national average of $2,351. In 1980 the state spent $3,626 per pupil, compared to the national average of $3,184. Five years later still, the expenditures increased slightly to $3,781, compared to the average of $3,752. (See Regional Report, Table 59.) The Governors' Report indicates that, in constant dollars, spending increased in Illinois by 14% between 1982 and 1987.

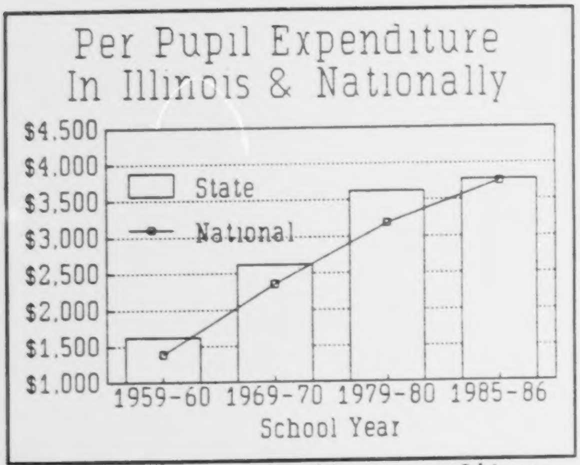

Figure 8. Per pupil expenditures in state and nation (See Regional Report, Table 59.)

Sources of revenues. According to the Digest of Education Statistics, for the 1986-87 school year, Illinois schools received most of their funds from local sources. Approximately 57% came from local sources, 39% from the state, and the remaining 4% from federal sources. (See Regional Report, Table 60.) According to a 1989 Illinois state report, local funding sources contributed 54.2%; the state, 37.8%; and the federal government, 8.1%. Over the past 20 years the funding has shifted somewhat from local support to state support. Local support of education has decreased by 12%; state support has increased by 10%. Federal support has fluctuated over the twenty years between 5% and 10% of the total (Illinois, 1989).

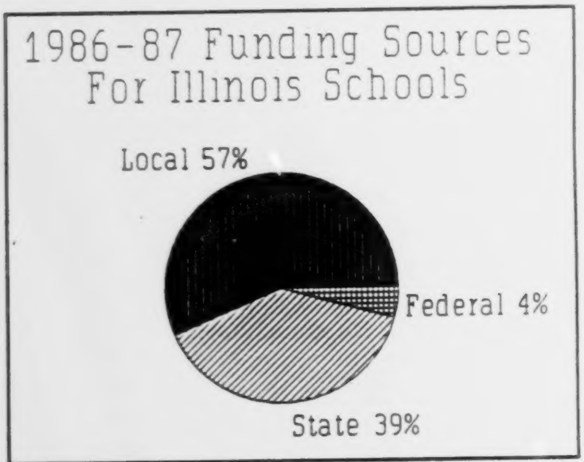

Figure 9. State school funding sources (See Regional Report, Table 60.)

The 54.2% of education funds provided by the local areas are generated by local sources. Local property tax makes up most of the local contribution. (Assessments paid in

1987 provided the revenue for 1988.) The rest of the local money is provided by the tax on the net income of businesses and an invested capital tax on utilities. Approximately 52% of these tax monies from business and utilities are channeled into education, the rest to government (Illinois, 1989, p. 2).

Most of the state aid (61%) is given in the form of General State Aid. This money is distributed throughout the state to the school districts, two state laboratory schools, and thirteen alternative schools. For these state funds, the "amount provided to each school district varies with the relative wealth of each district (as measured by property values), the number of students attending a district's schools, a measure of the incidence of poverty within a district's student population, and the local tax effort exerted by the school district (as measured by minimum qualifying property tax rates)" (Illinois, 1989).

The remaining 39% of the state contributions to the schools are given as "categorical and special program grants and grants for school reform and improvement initiatives. State categorical grants include funds for special education, transportation, vocational education...preschool education, elementary school reading programs...." The state contributed $581 million to these categorical and special programs. School improvement funds are also awarded separately and total approximately $100 million (Illinois, 1989).

Illinois adopted the lottery in 1973, placing net proceeds in the General Revenue Fund. In 1985 an accounting change was made in which the lottery funds were placed directly into the Common School Funds. This was an accounting change only; the schools did not acquire extra support. The lottery monies are now spent only on education; however, other state funds for education have been reduced in kind. The net effect is that the state contributions to the local schools are the same (Illinois, 1989).

Federal funds provided to Illinois schools are given through grants and reimbursements. Most of this money is granted by the U.S. Department of Education and the U.S. Department of Agriculture to state education agencies. "Most federal financial aid is directed toward the support of the students from low-income households or is limited to support for special programs and populations.... The two largest federal funding sources are the Chapter 1 Education Consolidation and Improvement Act (ECIA) program ($210 million) and the U.S. Department of Agriculture's school food programs ($200 million). Other significant federal funding is provided for special education ($75 million), vocational education ($38 million), and school improvement (ECIA, Chapter 2) programs ($20 million)." Approximately $10 million is also given directly to local schools as federal Impact Aid. This money provides some compensation for the economic effects of federal activities and land uses (Illinois, 1989).

Expenditure categories. Approximately three-fifths of the expenditures in Illinois schools are targeted for direct instructional needs. Most of the remaining expenditures were for support services. A small part of the total was spent for non-instructional costs. (See Regional Report, Table 61.)

Education for Rural Students

Statistically speaking, a rural student in Illinois is probably white, lives in southern or western Illinois, and goes to a small school of 300 students or less.

Rural Student Population

Enrollment. As of the 1987-88 school year, Illinois has easily the smallest percentage of rural students in the region. Approximately 11.6% of the elementary and secondary students are classified as rural. This small percentage represents over 209,000 children, however. Most of the rural schools have smaller enrollments than do the urban schools. Averages and medians indicate that the rural school enrollment is half of that in the cities. More than 60% of the rural schools have an enrollment of between 100 and 300 students. Rural schools generally have a smaller student-teacher ratio by two and one-half to three students. (See Regional Report, Table 62.)

Ethnic groups. Most rural students, 96.8%, are white; 2% are black; and just over 1% are Hispanic, American Indian, and Asian combined. (See Regional Report, Table 63.) While one-third of the students in the state, as a total, are members of an ethnic minority, only 3.24% of the rural students are minority students.

Teachers

Numbers. According to the Common Core of Data, Illinois employed approximately 56,000 teachers in rural areas for the 1987-88 school year. (See Regional Report, Table 65.)

Student-teacher ratio. The student-teacher ratio for rural schools is just one person smaller than the ratio for the total state. There are 16.6 students for each teacher in the rural areas, compared to 17.8 students per teacher in the total state. (See Regional Report, Table 65.)

School Buildings

Numbers. Although the state has only an 11.6% rural student enrollment, 24% of its school buildings are located in rural areas. This inconsistency is an indication of the very dispersed nature of the rural population of the state and the need for accessible buildings in rural areas. (See Region Report, Table 66.)

Size. The average enrollment in the rural schools is 200 students. Compared with all schools in the state, rural schools have less than half the enrollment. The average number of rural students per school is smaller than the state average by 225.

The state median for rural schools is 169, compared to the state median for all schools of 327, a difference of 158 schools. Illinois has the biggest variance in student enrollment between urban and rural schools of any of the states in the Region. (See Regional Report, Table 67.)

The school size for the rural areas fits into something of a bell-curve distribution. Forty percent of the schools enroll between 101 and 300 students. Thirty-three percent of the schools have 100 or fewer students. The remaining 27% of the rural schools have enrollments of over 300, of which only 5% are over 501 students. Only one rural school has an enrollment of over 1,001 students. (See Regional Report, Table 68.)

Education for Urban Students

Urban Student Population

Enrollment. In Illinois 628,700 students are enrolled in the schools of the very urban central cities. That number is larger than the entire enrollment in some states. In Illinois, however, it is only 35% of the total student body. (See Regional Report, Table 69.) Chicago is the largest enrollment area in Illinois, and the third largest school system in the nation. For many reasons, Chicago is a focus of interest and concern in the state education system.

Ethnic groups. The urban areas have much more ethnic diversity than does the rest of the state. The central cities are not only more black, they are more ethnically diverse. The white student enrollment in the cities is 31%; the black, 48%; Hispanic, 19%; American Indian, .16%; and Asian, 3%. (See Regional Report, Table 70.)

Ethnic enrollment changes have been dramatic in the cities for years. From 1970 to 1981, Hispanic enrollment doubled, increasing from 10% to 20%. Hispanic numbers doubled in other areas, but were smaller--from 2% to 4% in the suburbs, and 8% to 16% in the Catholic schools (Hodgkinson).

Chicago has not only half of the state's population, but also has most of its blacks, Hispanics, and bilingual population. While black enrollment is 22% across the state, it is 41% in Cook County and 60% in Chicago. The opposite proportions are true, in most instances, for the white population. Approximately 68% of students statewide are white, and 15% are white in the Chicago city schools. There is only a slightly higher white enrollment, 42%, in Cook County (Bakalis and Safer, 1988).

Chapter 1 and financial need. The Chapter 1 numbers provided for Chicago indicate that 61,193 students received special help in various academic areas during the last school year, 1988-89. The poverty count, which was used to determine Chapter 1 eligibility, was

186,698. (See Regional Report, Table 71.) These numbers are much higher than for any of the other large cities in the Region, separately or by state.

Teachers

Numbers. There were 33,500 teachers in the highly urban areas of the state in the 1987-88 school year. Approximately 32% of the teachers in the state were therefore employed in very urban schools. (See Regional Report, Table 73.)

Classes are somewhat larger in urban schools than they are in the state as a whole. The average urban classroom in Illinois has just over 19 students per teacher, compared to the whole state average of almost 18 students per teacher. In the 1987-88 school year urban classrooms were larger by 1.32 students. (See Regional Report, Table 73.)

School Buildings

Numbers. There were just over 1,000 urban schools in the 1987-88 school year. Therefore, 24% of the schools in Illinois serve urban students. When the definition is trimmed to only very urban schools, central cities of over 400,000, only half that number is included, or 14%. (See Regional Report, Table 74.)

Size. Located in densely populated areas, urban schools are often larger than the average school size. In Illinois the typical enrollment in an urban school is 618 students. The corresponding typical enrollment in an average school in the state is 425. The urban school, therefore, is likely to have about 200 more students than the average school. The median enrollment for an urban school is 501, compared to the state median of 327. (See Regional Report, Table 75.)

Almost half of the urban schools in Illinois have enrollments between 301 and 700 students. About 23% of the urban schools have enrollments below 300. The other 28% of the schools have enrollments of over 701 students. Five of the nine urban schools in the Region with enrollments of over 3,001 students are located in Illinois. (See the Regional Report, Table 76.)

Rural and Urban Issues in State School Planning

Rural/Urban Comparisons

Illinois has planned and developed special programs which are targeted to specifically rural and urban student audiences. They are unique in the Region in having offices which deal specifically with rural and urban schools.

Rural Issues

Illinois is the only state in the Region with an office devoted specifically to rural issues. The Rural Office of the Illinois State Department of Education was formed three years ago and now employs approximately twenty people. It is headed by an Assistant Superintendent of Education. The primary activity of the office is dissemination of information to the rural schools and students. They let the rural areas know about programs and monies which are available to them, and they seek to distribute programs and materials to the schools whenever possible. They also promote consortiums on a one- or two-county basis. They help with legislation whenever that is appropriate.

As specific programs, the Illinois Rural Office oversees the Star Schools Downlink Project, a large grant from the State Board of Education, Western Illinois University, and the TI-In United Start Network of Texas. The program started with a grant of $1 million to produce satellite-transmission programs. This program is targeted for rural schools; only schools with a population of less than 700 may be involved. Students at the Star Schools receive distance learning in such subjects as advanced science.

The rural office also works with the College Board to encourage students to enroll in Advanced Placement courses. They help to organize consortiums so that such courses may be offered. Without such organization, rural schools may only be able to offer, for example, a calculus course only once every three years.

The Department also sustains a program called In Gear, a partnership with Southern Illinois University in Carbondale. This cultural enrichment program transports foreign students from the University to rural schools. The foreign students spend a day or two making presentations on their homelands. Many of the foreign students are in the College of Education, and therefore also receive valuable experience from this activity (Interview).

Urban Issues

Illinois also has a specialized Urban Office. It is staffed with 21 people, most of whom monitor state and federal programs. Four of the staff work with special programs, and one oversees homeless education for children and youth.

The Urban Office, like the Rural Office, was also started three years ago under the ESEA Chapter 2 district money to develop innovative and creative programs for city children. They now fund 44 such programs throughout the state. One unique aspect of the grants made from this office is that they are awarded to individual schools with needs and not to school districts. The money is sent to the districts, but it is the principals at the individual schools who act as directors and managers of the grants. The principals tell the Office what they need to improve their students. The results are just now being returned, but the early outcomes are very positive. These grants are also collaborative partnerships with business and industry. Most of the private sector members are not large corporations, but are local community businesses.

Of the state's 963 districts, 90 are specifically targeted for Urban Office attention. There is no strict formula for determining which districts deserve specialized attention. It is loosely determined by the percentage of minority students, percentage of low-income families, and community size. The Office also looks at other things, such as the condition of the district school buildings.

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INDIANA

Indiana is one of the top ten states in the nation for farming and manufacturing. Its location, near the center of the nation and near major trading centers, and bordered by Lake Michigan and the Ohio River, give it open access to the nation. The fertile soil makes it a strong agricultural state. About 19% of the students in the state are rural, while 25% of the schools are rural. Approximately 28% of the students are urban and 25% of the schools are urban.

The following report discusses the demographics of the state, and then the demographics of the rural and urban populations specifically. It discusses the economy in the state, particularly as it relates to the rural and urban populations. Finally, information regarding the educational context is presented for the state and for rural and urban areas.

Topography

In land area, Indiana is the smallest state in the North Central Region and ranks 38th in the nation. It is bordered on the north by Lake Michigan and Michigan State, on the east by Ohio, on the south by the Ohio River and Kentucky, and on the west by Illinois. Its central location and excellent waterways have been great assets to the development of the state.

Indiana has three distinct regions: the northern Great Lakes Plains, the Central Plains, and the Southern Hills and Lowlands. The northern Great Lakes Plains has small lakes and moraines, sand dunes which are renowned, and fertile farmlands on the south. The Central Plains, or Till Plains, are part of the Midwestern Corn Belt, and with their fertile soil provide grazing lands and many crops. The Southern Hills have steep hills or knobs with stretches of less fertile Lowlands in between. Underground water has carved caves from the limestone in the area. This region produces Indiana's coal and petroleum.

Indiana is not as forested as the northern states in the Region. Only one-sixth of the state is covered with forests. There are 36 chief lakes and many rivers. The state is a favorite tourist attraction, with the interesting dunes and lake front in the north, the beautiful flora in Brown County of Central Indiana, and caves in the south.

Demographics of the State Population

Population

Indiana has a population of approximately 5-1/2 million. In 1980 the population was 5,490,224; by 1986, the population was estimated at 5,504,000. Emigration from the state was approximated at 206,000 that year. With births and attrition, there was an overall population increase of .2% between 1980 and 1986. The population estimate of the following year cited Indiana with a total population at 5,531,000. (See Regional Report, Tables 1, 2, and 3.)

Two-thirds of the state's population live in urban areas; About one-third live in Indianapolis and Gary-Hammond. The state has 14 SMSAs. Five cities have populations of over 100,000: Indianapolis is the largest city, followed by Fort Wayne, Gary, Evansville, and South Bend. (See Table IN-8.)

Population Density

Based upon the 1987 estimates, the density of Indiana's population averages 153 persons per mile. Indiana is the median state in the Region for population density. (See Regional Report, Table 3.)

Ethnic Groups

When the first white explorers went into Indiana territory in the early seventeenth century, they found only a few Indians living there, mostly members of the Miami tribe. During the 1700s, other tribes came into the state area, seeking refuge from the encroaching white men and other warring Indian tribes.

The first large influx of white settlers went to the southern part of the state from Virginia, Kentucky, and the Carolinas. A group of immigrants from Switzerland also settled the southeastern part of the state. Irish and Germans settled there around 1830.

In the middle of the century, New Englanders settled the northern part of Indiana. The central part of the state was the last to be settled. Quakers from Tennessee and other southern states settled there to avoid slavery. Eventually Europeans immigrants settled in the northwest corner of the state, attracted by work in the flourishing manufacturing areas south of Chicago.

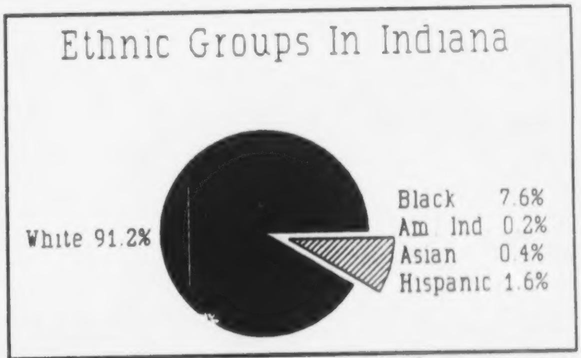

Figure 1. State ethnic group percentages (See Regional Report, Table 4.)

Currently, about 2% of the population are foreign-born. About 10% of those were born in Germany; Other immigrants come from Great Britain, Canada, Korea, Mexico, Poland, and Yugoslavia. Indiana today has a primarily white population, 91% in 1980. Ethnic minorities are black, 7.6%; Hispanic, 1.6%; Asian, .4%; and American Indian, .2%. (See Regional Report, Table 4.) The black population is the median percentage in the Region. The projections for black population change is 8.4% in 1990 and 9.3% in 2000. (See Regional Report, Table 5.)

Age Trends

The median age in Indiana was also the median for the Region in 1970, 27.2 years. By 1980, just ten years later, the median age for the population of the state had increased by 2 years. (See Regional Report, Table 6.)

The increase in median age is a reflection of the change in age groups in the nation and the Region. Indiana had proportionately fewer children in 1980 than it had in previous years. In 1970 children under 18 composed 36% of the state's population. By 1980, approximately 30% of the population were children. This 6% change was typical of the Region. (See Regional Report, Table 7.)

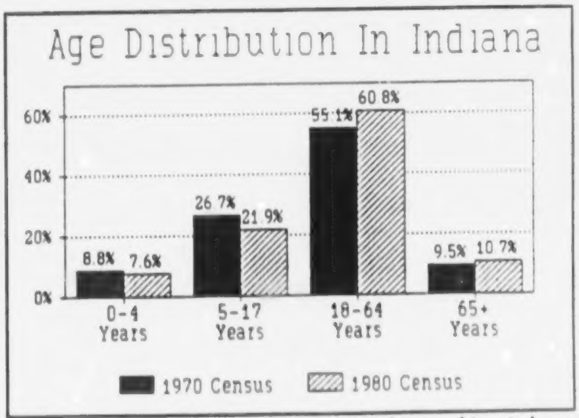

Figure 2. State age distribution (See Regional Report, Table 7.)

Family Structure

In 1980 Indiana had 1,927,050 households. By 1985, the number of households was approximated at 2,011,000, a 4.4% increase. This increase was the result of smaller household size. In 1980 the average size was 2.77 persons per household; by 1985 this small number dropped again to 2.66 persons per household. (See Regional Report, Table 9.)

In 1980 there were almost 780,000 families in Indiana with children under the age of 18 years. A large majority of these families with children, 84%, were headed by married couples. Another 14% of the families were headed by females who had no spouse present. In terms of numbers, in Indiana 111,000 families with children were headed by women. About 2% of the

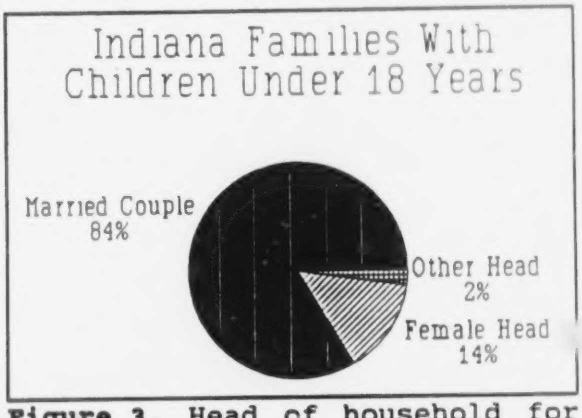

Figure 3. Head of household for families with children under age 18 (See Regional Report, Table 9.)

households with children had another head of the household--a father or other relative. (See Regional Report, Table 9.)

Poverty

In 1970, 7.4% of all families in Indiana, with and without children, were living in poverty. Ten years later, the family poverty rate had dropped slightly to 7.3%. Between 1970 and 1980 Indiana had one of the smallest percentages of poverty in the Region. The percentage of families with children under age 18 living in poverty were characteristically higher--8.9% in 1980, 59,000 families. (See Regional Report, Table 10.)

Single parents in poverty. In 1980 approximately 10% of all families with children under age 18 were living in poverty. Of these poor families, 42,630 were headed by women with no spouse present. Statistics show that women alone are more likely to live in povert Single, female parents living in poverty head about 35% of the families with children. (Se Regional Report, Table 11.)

Children in poverty. Approximately 11.9% of all children in Indiana were living i poverty in 1980. Indiana had, at that time, the fourth highest poverty rate for children the Region. (See Regional Report, Table 12.)

Educational Attainment

In 1980, 66% of Indiana's population over age 25 had received high school degrees. This was an increase of 17% over the number with high school degrees in 1970. This was a typical increase in high school degrees for the entire Region. (See Regional Report, Table 13.)

Dropout rate. The US DOE reported an attrition rate for Indiana schools of 15%. This was the lowest dropout rate for the Region. On this report, the dropout rate by grade was 1.7% for ninth grade, 2% for tenth and eleventh, and 1.3% for the twelfth grade (Catterall 1989b). The state reports 20,822 dropouts for grades 7 through 12 in the 1988-89 school year (IDOE, 1989).

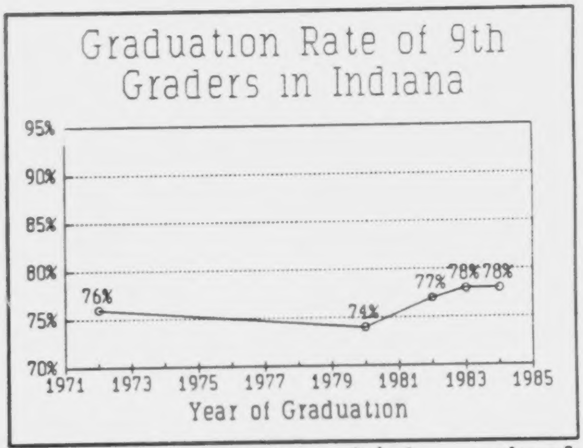

Figure 4. State high school graduation rate (See Regional Report, Table 15.)

Graduation rate. Indiana's percentage of graduation is typical for the Region. Between 1972 and 1984, the graduation rates went from 76%, down to 74%, and then back up to 78%. This pattern of a dip in 1980, followed by a resumption to 1972 figures, was common across all of the states in the Region. Indiana's figures follow that pattern, but with very small variation. Indiana had one of the smaller percentages of graduation in the Region in 1984. (See Regional Report, Table 15.) The state reports a 75% graduation rate in the 1988-89 school year (IDOE, 1989).

Demographics of the Rural Population

Rural Population

In 1970 Indiana's population was reported as 35% rural. Ten years later the percentage was almost 36%, indicating a slight reversal of the trend to urbanization of the state. In 1980 Indiana tied with Wisconsin as the second most rural state in the Region. (See Regional Report, Table 16.)

Ethnic Minorities in Rural Areas

The rural population in 1980 numbered just under 1,965,000 citizens. Most of that population, 99%, were white. Only .4% of the persons in rural areas were black. Another .1% were American Indian, .2% were Asian or Pacific Islanders, and .5% were of Hispanic origin. (See Regional Report, Table 17.)

Age Trends in Rural Areas

The rural residents of Indiana have had a median age which is very similar to the median for the state's total population. The minor differences were in favor of an older rural population. For both 1970 the difference between the two populations was just .2 years; for 1980 the difference was .5 years. In 1970 the median age for the rural population was 27.4; the median for the total population, 27.2. In 1980 the median age for the rural population was 29.7; the median for the total population, 29.2. The median age of both the rural population and the total population rose two years. (See Regional Report, Table 18.)

The change in median age is a reflection of the change in the percentage of age distribution in the state. The percentage of children in rural Indiana declined by over 5% during that decade, while the percentage of adults increased in kind. Even so, the percentage of children in rural areas continues to be slightly higher in rural areas than in the state as a whole. In 1970 children composed 37% of the rural population, compared to

35.5% in the state. By 1980, children composed 32% of the rural population and 29.5% of the state. (See Regional Report, Table 7 and 19.)

Family Structure in Rural Areas

Of the families in the state with children under age 18, 38% lived in rural areas in 1980. This percentage is slightly higher than the percentage of the general population living in rural areas (35%). (See Regional Report, Table 20.)

The rural families were more likely to have two parents in the family. Ninety-one percent of the rural families with children were headed by married couples. Only 7% of the rural families with children had single females as heads-of-household. Another 2% had other family situations. (See Regional Report, Table 20.)

Rural Poverty

The percentage of families with children living in poverty is lower in rural areas than in the state as a whole. Approximately 7.5% of the rural families with children live with poverty incomes, compared to 10% statewide. (See Regional Report, Table 21.)

The percentage of families with children living in poverty is much higher for farm families. In 1980 almost 13% of the farm families with children were living with poverty incomes. (See Regional Report, Table 21.)

Single parents in poverty. In 1980, 28% of the rural single mothers with children had incomes under the poverty level--the lowest percentage of poverty for single mothers in the Region. The percentage of single mothers in poverty is a little lower for the farm population, approximately 24%. (See Regional Report, Table 22.)

Children in poverty. Indiana is typical of most states in the Region for rural children in poverty. Approximately 9% of Indiana's rural children lived in families who had incomes under the poverty level. The proportion of children in poverty was a little higher for small towns, at 10%. Farms, however, are another story. Approximately 16% of the children who lived on rural farms were living under the poverty level in 1980. When the school age group was considered--only ages 5 to 17--the percentages did not drop for the total rural population. The percentage for the state was 1% lower. The percentage of children in poverty was also 1% lower for small towns and rural farms when only the school age group was considered. (See Regional Report, Tables 23 and 24.)

Educational Attainment in Rural Areas

The proportion of the rural population over age 25 who finished a high school education increased between 1970 and 1980 by almost 13%. In 1970 Indiana had one of the highest percentages of rural graduates in the Region, 50%. By 1980 Indiana's rank dropped to number 5, with a 62% educational attainment rate.

The improvement in high school attainment rates was not as great in the rural population as it was in the total population between 1970 and 1980. While the rural population increased the attainment rate by almost 13%, the total population upped it by 17%. (See Regional Report, Tables 25 and 26.)

Demographics of the Urban Population

Urban Population

The population of the central cities in Indiana declined between 1970 and 1980. In 1970 approximately 34% of the population of Indiana lived in central cities within SMSAs as classified by the Census. This represents 1,790,000 people living in central cities. By 1980, Indiana had a lower percentage (28%) and lower count (1,541,000) in central cities. Between 1970 and 1980, the central city population declined by over 18% of the state's total population. For both Census years, Indiana had the median percent of population and population count for central cities in the Region. (See Regional Report, Table 27.)

There are ten cities with populations over 50,000 in Indiana. Indianapolis is easily the largest. Most of the large cities in the state have experienced continuing population declines since 1980 because of outmigration (U.S. Census, 1980; McNally, 1989, Table IN-1).

Ethnic Minorities in Urban Areas

Most of Indiana's ethnic minorities are located in the cities. The ethnic breakdown of the central cities is approximately 83% white, 16% black, .2% American Indian, .7% Asian, and 1% Hispanic. The central cities in Indiana have the median percentage of blacks and lowest percentage of residents of Hispanic origin in the Region. (See Regional Report, Table 28.)

Table IN-1. Indiana Cities With Populations Over 50,000

City	Population in 1980	Population in 1987
Indianapolis	700,807	727,500
Fort Wayne	172,196	175,100
Gary	151,953	140,600
Evansville	130,496	128,800
South Bend	109,727	107,900
Hammond	93,714	87,800
Muncie	77,216	73,300
Anderson	64,695	60,400
Terre Haute	61,125	57,400
Bloomington	52,044	53,100

Source: McNally, 1989.

Age Trends in Urban Areas

The 1980 median age for the central city populations in Indiana was 28.7 years. This was one-half year lower than the median for the state population. Between 1970 and 1980 the median age for central cities increased by 1.5 years. (See Regional Report, Table 29.)

Between 1970 and 1980, the age distribution in Indiana changed in the same pattern as in other states in the Region. The percentage of children under age 18 fell from 34.5% in 1970 to almost 27% in 1980, a drop of 8%. The adult populations increased in turn, with working-age adults 18 to 64 years of age increasing from 56% to 62%. The retirement age adult group increased from 9.5% to 11.5%. (See Regional Report, Table 30.)

Family Structure in Urban Areas

Approximately 26% of all Indiana's families with dependent children lived in the central cities in 1980. Families in central cities are less likely to have a married couple at the head of the family. In Indiana, 75% of the central city families were headed by couples. For the entire state, 84% were headed by couples. About 22% were headed by female householders and 3% of the families were headed by another relative. In this state, one-fourth of the children in the central cities were living in single parent or "other" households. (See Regional Report, Tables 9 and 31.)

Of the 121,000 single mothers in Indiana listed on the 1980 U.S. Census, over 62% lived in urbanized areas. Moreover, the single parents are very likely to live in the central cities and not in the urban fringes. In the state, almost 40% percent of the mothers alone with children live in the central cities, as compared to 34% of the total population living in the central cities. (See Regional Report, Table 32.)

Urban Poverty

In the central cities of Indiana, there were almost 209,000 families with children in 1980. Almost 28,000 of these families were living with poverty incomes in 1980, or just over 13% of the central city family population. That figure is higher than the percentage for the entire state and is one of the lower figures for central city poverty in the Region. (See Regional Report, Table 33.)

The city of Indianapolis reports 3% of their population were classified as AFDC recipients. The AFDC rate per 1,000 population for the area was 31.1, which was the lowest rate of the ten largest cities rated for the Region. (See Regional Report, Table 34.)

Single mothers in poverty. Nearly two-fifths of the women in Indiana with children (no spouse present) were living with poverty incomes in 1980. Approximately 37% of them, in both urban areas and central cities, were living in poverty. Indiana has one of the lowest percentages for single mothers in poverty in central cities. (See Regional Report, Table 35.)

Children in poverty. Approximately 14% of the children in urbanized areas were living in poverty in 1980; 16% of the children in the central cities were living in poverty. This is higher than the 12% poverty of the children in the state as a whole and in the center of a ranking of the Region. (See Regional Report, Table 36.)

Compared with the other very large cities in the Region, Indianapolis has a lower percentage of children in poverty, and they are less condensed in poverty neighborhoods. Only Des Moines and St. Paul had smaller numbers in both categories in 1980. The central city of Indianapolis had a child population of 196,000 in 1980. Of those children, almost 16% were living in families with poverty incomes. That percentage was one of the lowest of the 13 major cities in the Region. One-half of these poor children were living in poverty areas within the city. (See Regional Report, Table 37.)

Children living with single mothers are much more likely to be living in poverty conditions than are children from families with two adult caretakers. In central Indianapolis, 42% of the children with single mothers were living in poverty in 1979. This is more than twice the poverty level for all children in the city. (See Regional Report, Table 38.)

Ethnic groups in poverty. In Indianapolis, the ethnic minority groups suffer a disproportionate amount of poverty. Only 8% of the white central city population was living in poverty in 1980. The percentages of minorities in poverty were much higher: black, 23%; American Indian, 22%; Hispanic, 17%; and Asian, 11%. Ethnic minorities, especially blacks and American Indians, are also more likely to live in the poverty areas, especially when they have a poverty income themselves. (See Regional Report, Table 39.)

Educational Attainment in Urban Areas

Educational attainment for central city adults over age 25 has risen over the years as a result of improved availability of education and attrition of the older, less educated population. From 1970 to 1980, the central city attainment rates for Indiana's cities increased over 14%. The central city rate was 52% in 1970 and 66% in 1980. Indiana ranked fourth in the Region in both 1970 and 1980. (See Regional Report, Table 40.)

There are usually fewer adults in the central cities than there are in the total state who have completed a high school education. Adults in the central cities of Indiana have sometimes contradicted that pattern. In 1970 the central cities had a 3% higher attainment rate than the state; in 1980 the rates were the same. (See Regional Report, Table 40.)

In 1980 it was estimated that 67% of the population of Indianapolis over the age of 25 had completed a high school degree. By ethnicity, 70% of the white population had completed high school, 53% of the black, and 60% of those of Hispanic origin. (See Regional Report, Table 41.)

Economy in Indiana

Economic Activities

Indiana has had the fourth total gross product in the Region. In 1984 the earnings totaled $46,371 million. About 43% of the state gross income comes from goods production: 38% from manufacturing and 6% from mining and construction. Over 54% of Indiana's gross product comes from services and related areas: services, 15%; government, 12%; retail trade, 9%; finance, insurance, and real estate, 5%; and other services, 13%. Farming accounts for 3% of the state's gross product, making Indiana the fourth state in the Region for agriculture. (See Regional Report, Table 42.)

Service industries produce 54% of the gross state product of Indiana. Most of the service industries are centered in the urban areas of the state. Retail trade makes up 9% of the gross product and employs a large portion of the population, after manufacturing. Community, social, and personal services form the second most valuable service industry.

Government accounts for 12% of the economic activity in the state. Finance, insurance, and real estate account for 4.5% of the product.

Manufacturing accounts for 38% of the gross state product. The state is one of the biggest producers of electrical machinery and equipment. Primary metals are the second most important source of income, followed by transportation equipment. Other sources of industrial income are chemicals, non-electrical machinery, fabricated metal products, and food products.

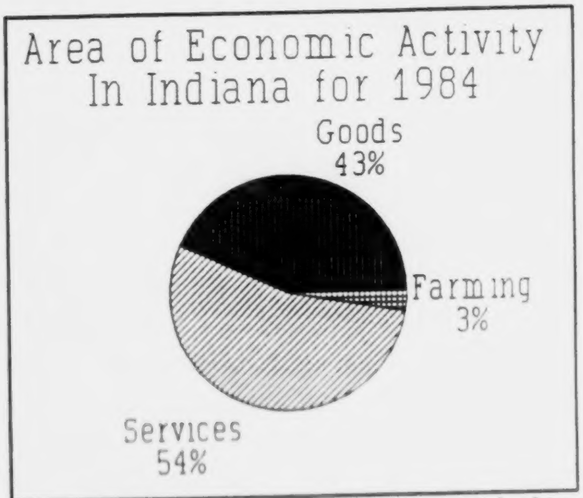

Figure 5. State economic activity (See Regional Report, Table 42.)

Construction and mining contribute 5.5% of the state's gross product. The state's mineral deposits include coal, oil, natural gas, and sand and gravel. Coal is Indiana's most valuable mineral resource. Indiana is one of the ten largest coal mining states in the nation, producing quantities of bituminous coal. Oil and natural gas are extracted in the eastern and southwestern parts of the state and are refined within the state. Limestone quarries are found in Monroe and Lawrence Counties. Sand and gravel are also mined all around the state. The state has deposits of gypsum and peat, as well as large supplies of clay for bricks and tiles.

Indiana is one of the ten leading states in agriculture. Two-thirds of the land in the state is devoted to agriculture. The biggest cash crops are corn and soybeans. Corn is grown in almost every county, while soybeans are grown primarily in the west-central part of the state. Other products are grown in the state, including hay, wheat, oats, tobacco, hay, rye, tomatoes, apples, and peaches. Indiana is also a large producer of hogs, milk and milk products, and beef cattle. It is one of the biggest producers of eggs in the nation.

Personal and Household Income

In the recession of the early 1980s the state unemployment was high, and every job market in the state was affected, especially the auto and steel-making industries. The farmers were also affected.

As a result of the economic slump, the earning power of people in Indiana, as well as the other states in the Region, dropped during the first half of the 80s. From 1979 to 1985 the per capita median income, in constant 1985 dollars, dropped from $10,583 to $9,978. In 1979 the median household income in Indiana was near the bottom of the seven states in the Region at $17,582. (See Regional Report, Table 43.) By 1987, the median household income had increased to an estimated $25,405. (See Regional Report, Table 47.)

Unemployment

Indiana's unemployment rate was a modest 4.1% in 1970. The economic problems of the late 70s and early 80s were evidenced in the increase of unemployment in those years. In 1980 the unemployment rate for Indiana almost tripled, to 11.9%. In 1983 the rate was 11.7%. As the economy rallied, the unemployment rate fell to 6.7% in 1986. (See Regional Report, Table 44.)

Economy in Rural Indiana

Rural Economic Activities

Economic sector dependency in rural areas. In terms of dependency for individual counties, manufacturing is most important to non-metro Indiana. Farming is a strong second interest, followed by a mixture of other economic activities.

More than half of the non-metro counties do meet the description of dependence upon manufacturing. Thirty-six of the non-metro counties, or 58%, were classified as dependent upon manufacturing in 1979.

Even though farming is done in most counties of the state, only 14 non-metro counties satisfied the requirements to be considered dependent upon agriculture. Twenty-three percent of the non-metro counties were classified as dependent upon agriculture.

Only 6%, or four of the non-metro counties, met the requirements for dependency on government. Ten of the counties, or 16%, were dependent upon a variety of other activities. Two of the non-metro counties, 3.2%, were considered dependent upon mining. (See Regional Report, Table 45.)

Rural Unemployment

The unemployment rate in non-metro Indiana in 1983 was high at 11.7%. By 1987 it had fallen to 7.1% as the economy recovered from the recession of the early 80s. That was a 39.3% rate of change from 1983 to 1987. (See Regional Report, Table 46.)

Economy in Urban Indiana

Median Household Income

The median household income in 1987 for the state was $25,405. (See Regional Report, Table 47.) The following table lists the per capita and median household incomes of the largest cities in the state. Indianapolis leads this list, and the entire state with the exception of Columbus, for per capita income and median household income. Gary has the lowest figures for per capita and median income, for both this list and all cities in the state (McNally, 1989).

Table IN-2. Per Capita and Median Household Incomes of Largest Indiana Cities in 1987

City	Per Capita Income 1987	Median Household Income 1987
Evansville	$12,869	$22,990
Fort Wayne	$12,140	$23,337
Gary	$ 8,707	$21,032
Indianapolis	$13,704	$27,205
South Bend	$11,873	$22,734

Source: McNally, 1989.

Education in Indiana

Student Population

Enrollment. Enrollment in Indiana's schools was over 1,025,000 in 1981. The enrollment has fallen since then, in a pattern consistent with most of the Region. Enrollment was about 964,000 in 1987. That was a change of 61,000 students over a six-year period. Enrollment continues to decline in the state; in 1989-90 the enrollment was 952,000. (See Regional Report, Table 48.)

Age trends. The trend downward has been somewhat tempered in the past few years by small enrollment increases in the lower elementary grades. In the early 80s, the children of the baby boomers started school and enrollment increased somewhat. From the total enrollment figures by grade, it would appear that enrollment began to increase in 1982 in Indiana. The enrollment in the elementary grades has increased each year since then. (See Regional Report, Table 48 and 49.)

Average daily membership and attendance. The average daily attendance has dropped in Indiana in recent years. In the 1980-81 school year, the attendance was 95%; in 1986-87 the attendance was 92.3%. (See Regional Report, Table 50.)

Ethnic groups. Indiana has been near the center of the ranking in ethnicity in the Region. Approximately 86.8% of Indiana's students are white. About 10.8% are black, 1.7% are Hispanic, .12% are American Indian, and .58 are Asian. (See Regional Report, Table 51.)

Chapter 1 and financial need. In Indiana for the 1988-89 school year, 100,000 children, by unduplicated count, were served by Chapter 1. This is based on a formula count for financial need of 129,587 students. (See Regional Report, Table 52.)

Free school lunch. In Indiana during 1987, about 15% of the students received free school lunch. Along with Minnesota, Indiana has the smallest percentage of students receiving free school lunch in the Region. (Regional Report, Table 53.)

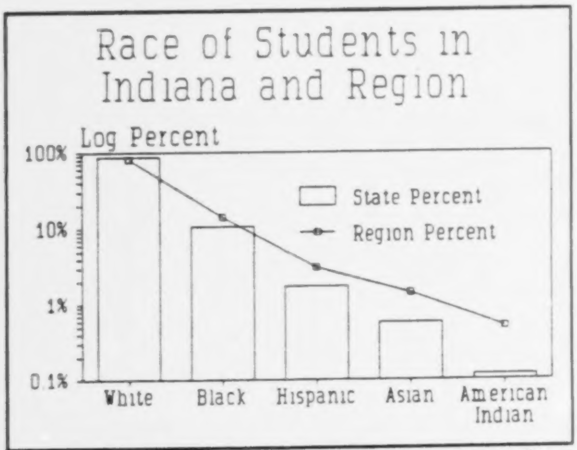

Figure 6. State versus Region student ethnic groups
(NOTE: Percent is shown on a log scale to better display smaller percentages; see Regional Report, Table 51.)

Teaching Staff

Numbers. Indiana employed 53,749 teachers in 1987. The teachers composed 51% of the total staff. That percentage is one of the lowest of the states in the Region. (See Regional Report, Table 54.) In 1988 the state reported employment of 53,880 teachers. (IDOEa).

Student-teacher ratio. The student-teacher ratio in Indiana in the 1987-88 school year was 17.9 students for each teacher. The state is near the center of a ranking of the states. The ratio of total staff, including administration and special services as well as teachers, is one of the lowest in the Region, at 9.2. (See Regional Report, Table 54.)

School Buildings

Numbers. There were 1,886 schools in Indiana in 1987. (See Regional Report, Table 55.)

Size. Indiana schools have enrollments that are generally larger than is typical of the other six states in the Region. The mean average enrollment for Indiana schools in 1987-88 was 501; the median enrollment was 444. (See Regional Report, Table 56.) The state has a larger than average percentage of schools with enrollments in the 301-500 and 501-700 range. There are a few more schools in the very large size categories. (See Regional Report, Table 57.)

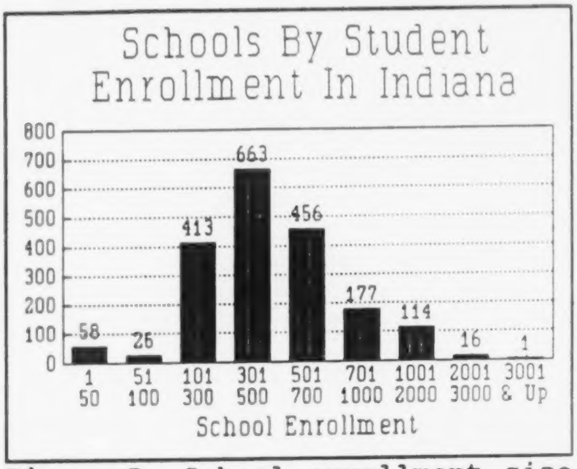

Figure 7. School enrollment size (See Regional Report, Table 57.)

A strong 80% of the schools in the state enroll between 101 and 700 students. The largest proportion, about one-third of the schools in Indiana, have from 301 to 500 students; 663 schools in Indiana were in this category. About 21% of the schools have enrollments of 101 to 300 students. Another 24% enroll between 501 and 700 students. (See Regional Report, Table 57.)

Only 4% of the schools enroll 100 or fewer students. The remaining 16% of the schools enroll more than 701 students. (See Regional Report, Table 57.)

School Finance

Costs per pupil. In 1969-70, 1979-80, and 1985-86 spending on pupil expenditures have steadily increased. Based on average daily attendance, in the 1959-60 school year Indiana spent $1,365 per pupil. In 1985-86 Indiana expended $3,275 per pupil, ranking last in the Region for expenditures. (See Regional Report, Table 59.)

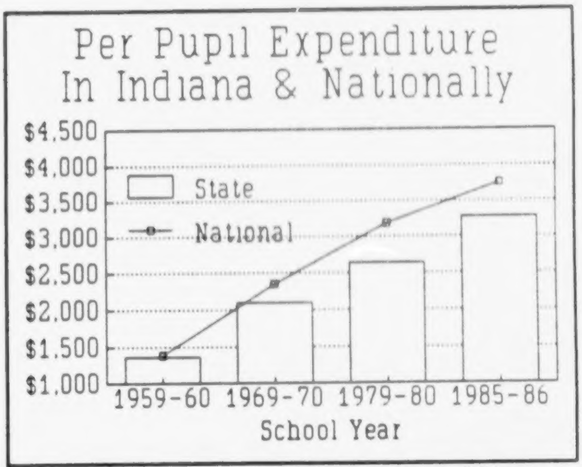

Figure 8. Per pupil expenditures in state and nation (See Regional Report, Table 59.)

Sources of revenue. Indiana leads the Region in percentage of state funding of education. According to the Digest of Education Statistics, the schools receive 58% of their funds from state funding sources. Local sources supply 37% of the educational budget, the lowest percentage in the Region. The remaining 4.7% is supplied by the federal government. (See Regional Report, Table 60.)

Expenditure categories. Nearly 62% of 1984-85 school expenditures in Indiana were used for direct instructional purposes. Indiana spends 36% of its educational dollars on support services. About 2% of educational expenditures are for non-instructional expenses. (See Regional Report, Table 61.)

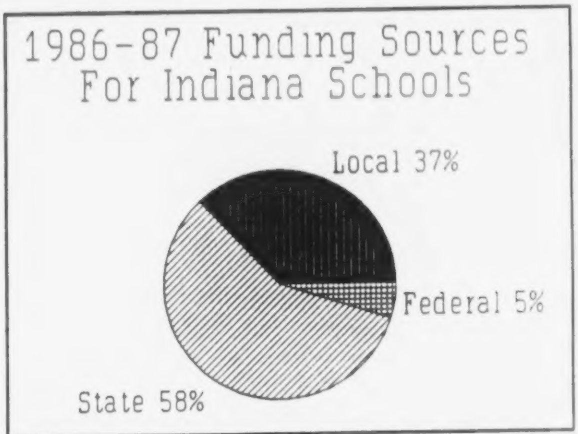

Figure 9. State school funding sources (See Regional Report, Table 60.)

Education for Rural Students

Rural Student Population

Enrollment. Approximately 19% of the students in Indiana are classified by the Common Core as being rural. That percentage ranks Indiana as number five in the Region for rural students. (See Regional Report, Table 62.)

Ethnic groups. While 13% of the students in the state are members of a minority, only 1.35% of the rural students are minority members. Approximately 98.65% of Indiana's rural students are white. The small minority population in rural areas is .33% black, .62% Hispanic, .08% American Indian, and .31 Asian. (See Regional Report, Table 63.)

Free school lunch. Rural students are far less likely to receive free school lunch. About 11.6% of the rural students receive free school lunch, compared to 17.7% of the general student population in the state. (See Regional Report, Table 63.)

Teachers

Numbers. There were 28,311 teachers reported in Indiana's rural areas in the 1987-88 school year. (See Regional Report, Table 64.)

Student-teacher ratio. The student-teacher ratio for rural students is the same as the ratio for the total state. There were approximately 17.98 rural students for each teacher, compared to the state number of 17.91. These numbers were the second largest of the six states reported. (See Regional Report, Table 65.)

School Buildings

Numbers. Approximately 25% of the schools in Indiana are rural. This is roughly what is to be expected for a 19.4% rural student population. (See Regional Report, Table 62.)

Size. Compared with state averages, rural schools are smaller in Indiana. The average school in a rural location of Indiana houses 394 students. The median school in a rural location has 365 students. The average number of students enrolled in rural schools is smaller than the state average by 107 students; the median of rural schools is smaller than the state median by 79 students. (See Regional Report, Table 67.)

Most of the rural schools are neither extremely small or very large. Almost 68% of the rural schools in Indiana have an enrollment of between 101 and 500 students. Another 23% of the schools enroll between 501 and 700 students. Only 2.5% of the rural schools enroll 100 students or fewer, and only 8% of the schools have a student body of over 701 students. (See Regional Report, Table 68.)

Education for Urban Students

Urban Student Population

The following urban descriptions have been taken from the Common Core of Data for the 1987-88 school year. The information for cities over 400,000, and for mid-sized cities, under 400,000, was used to present a picture of the urban school population.

Enrollment. In Indiana, 266,000 students were identified as going to school in very urban areas. That number represents more than one-fourth of the students in Indiana, 28%. Indiana ranked in the middle of the Region for the percentage of urban students. (See Regional Report, Table 69.)

Ethnic groups. The urban schools in the state have more ethnic diversity than the rest of the state. Compared to the total state percentages, the cities in the state have fewer whites, more than twice as many black students, and slightly more Hispanic students. The percentages of American Indians and Asians are very similar to the state totals. (See Regional Report, Table 70.)

Chapter 1 and financial need. In Indiana's largest city, over 7,500 students were served by Chapter 1. This figure is artificially low, because many central city students are bused to outlying suburban schools. The poverty figures used for making Chapter 1 funding decisions in Indianapolis totaled 3,282 students in financial need. That figure is taken from the 1980 Census poverty information. (See Regional Report, Table 71.)

Free school lunch. In Indiana, as in other states in the Region, urban students are more likely to be receiving free school lunch. Almost 30% of the urban student receive free school lunch. This figure is 12% higher than the percentage of students receiving free lunch in the entire state. (See Regional Report, Table 72.)

Teachers

Numbers. There were 14,859 teachers in large city schools in the 1987-88 school year. (See Regional Report, Table 73.)

Student-teacher ratio. Class size is about the same in urban schools as in the average schools in the state. The urban classroom in Indiana has an average of .3 fewer students. The ratio for urban schools is 17.6 students for each teacher. (See Regional Report, Table 73.)

School Buildings

Numbers. Indiana has 466 schools located in urban areas. That number represents 25% of the entire network of schools in the state. A total of 97 schools are in very urban areas. This is 5% of the total schools in the state. (See Regional Report, Table 74.)

Size. In Indiana, urban schools are larger than the average schools. The mean enrollment in urban schools was 554 in 1987, compared to the general state average of 501; the urban schools had an average of 53 more students. The median number of students in an urban school was 471, compared to the state median of 444, a difference of 27 students. (See Regional Report, Table 75.)

The majority of urban schools enroll between 301 and 500 students; 37% of the urban schools fell in this range. Eighteen percent of the urban schools were smaller than this number, most in the 101 to 300 range. The remaining 45% were larger, with enrollments of 501 and up. About 26% of the schools enrolled between 501 and 700 students. There were three schools with enrollments of between 2,001 and 3,000 students. (See Regional Report, Table 76.)

Rural and Urban Issues in State School Planning

Indiana has 304 school corporations (districts). The Indiana State Department of Education has classified the corporations according to location and population. The corporations are divided into four categories: rural, town, suburban, and metropolitan. These divisions are used to appropriately stratify samples for research surveys.

The largest division of the 304 school corporations is rural. More than half, 172, or 57%, are classified by the state as rural. The rural classification is given to corporations with fewer than 200 students per square mile.

The next two groups of corporations are divided into "town" corporations and "suburban" corporations. There are 33 (11%) town corporations in the state. A town corporation is defined as being outside an SMSA (Standard Metropolitan Statistical Area) with a density greater than 20. There are 66 (22%) suburban corporations. A suburban corporation is defined as having a density greater than 20 persons per square mile.

Only 33 corporations (11%) are classified as metropolitan. They receive that designation by having more than 220 students per square mile. They also are located in an SMSA with a density of 200 or with a city of 50,000 or more.

The Indiana Department of Education has one staff member assigned to rural population needs and one person assigned to urban population needs.

In order to serve rural needs the state has used federal money for some activities in the state. They have regional service centers which allow several small rural corporations to act as one large unit in purchasing supplies and materials. These service centers also provide inservice training for the teaching staffs of the member corporations.

The state also has task forces for planning conferences for rural and urban districts. These groups bring school corporation personnel together to discuss issues such as restructuring and choice.

Not related to rural and urban issues directly, but of interest, are the five educational centers which are maintained in the state. These centers all provide services which are needed by both rural and urban students. A brief description follows as an overview of resources available to rural and urban schools and corporations.

The Center for Administration and Financial Management provides "leadership and technical assistance to schools in the areas of school finance, school food and nutrition, and school transportation and safety."

The Center for Community Relations and Special Populations oversees programs which deal with special needs. They administer the Chapter 1/Compensatory Education

Program, Language Minority and Migrant Education Programs. The Center "has responsibility for administering the state's Educational Opportunity Program for At-Risk Students, as well as efforts to recruit minority teachers." The Center also administers laws and rules regarding students with learning difficulties.

The Center for Professional Development "is responsible for the licensing and certification of the state's teachers, administers the state's teacher testing program, and accredits teacher education programs operated by colleges and universities in Indiana." They also oversee teacher and intern evaluations.

The Center for School Assessment oversees efforts to assess school and student performance. They run the statewide testing program, and an awards program for recognizing school academic achievement. They also administer the state's Performance-Based Accreditation system.

The Center for School Improvement and Performance "administers a variety of programs and policies designed to improve student performance at the local level." This includes the vocational education program, the Gifted and Talented Program, special math and science programs, summer school, and summer remedial programs. The Center also administers the state's Textbook Adoption statute.

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Interviews with Indiana Department of Education staff, July, 1990.

IOWA

Iowa is the most rural and agricultural state in the North Central Region. Its rolling hills have long contributed a substantial part of the food production of our country. The state has only five urban centers with populations over 50,000, and none over 200,000. The state depends heavily upon services for its income, followed by goods and agriculture. Most of the education in the state is focused in rural areas, with urban areas having specialized, local issues of concern.

The following report discusses the demographics of the state, and then the demographics for the rural and urban populations specifically. It discusses the economy in the state, particularly as it relates to the rural and urban populations. Finally, information regarding the educational context is presented for the state, and for rural and urban areas in particular.

Topography

Iowa is in the middle of America in many senses, including its location. In the first place, it is located in the center--just under Wisconsin, to the west of Wisconsin and Illinois, to the north of Missouri, and to the east of Nebraska and South Dakota. In size, it ranks 25th in the nation.

A common image of Iowa is that it is flat. In reality, only one-third of the state is flat, and much of this area is in the flatbed region north of Des Moines. Most of the state is composed of hills, from rolling to rocky. The land in the state can be divided into three areas: the north and midlands, the southern strip that extends along the bottom of the state and then up the Mississippi River, and the northeast corner. The land which covers most of northern and central Iowa is crested with two feet of rich prairie topsoil. It is this soil which forms the basis of the state's agricultural development. The southern and eastern portions of the state have topsoil which is not only less fertile, but is also thinner and somewhat rocky. The third area of the state is the northeastern corner. It is rugged, covered with hills and cliffs, and is a popular recreational area for the state.

Since waterways are important to the development of the land, Iowa has been fortunate in having the Mississippi River on its eastern border and the Missouri on its western one. The state is crossed with many small rivers and streams, which are adequate during normal years, but which easily dry up during droughts. The rivers on the east side of the state, which flow into the Mississippi, are long and winding. The rivers on the west side of the state flow into the Missouri and Big Sioux Rivers. They are also winding, but are shorter than the rivers on the east of the state.

Demographics of the State Population

Population

At the time of the last Census, Iowa reported a population of 2,913,808. Typical of the agricultural states in the Midwest in the last three decades, Iowa has lost population to outmigration in the last several years. Any growth has been limited to local areas, usually the cities. The population estimates for 1986, given in the most recent County and City Data Book, list Iowa with 2,851,000 people, a loss of almost 63,000. Another Census Bureau report, which included 1987 estimates, put the population decline at 80,000 a year later. With those numbers, Iowa had the greatest population loss of any farm state. (See Regional Report, Tables 1 and 2.)

Even with the declines in agriculture and the loss of population, Iowa is the most rural state in the Region. With two-fifths of the state population living in rural areas, Iowa has the highest proportion of rural residents in the Region. The majority of the state population--three fifths of it--is urban. It is urban in a small sense, however. There are eight population centers in the state with over 50,000 people each; but only three of those have populations of over 100,000. Des Moines, the largest city, does not top 200,000. (See Table IA-1.)

Population Density

With the vast majority of Iowa dedicated to farmland, as much as 93%, it is not surprising that the population density would be low. In fact, at 50.6 persons per square mile in 1987, it had the lowest in the Region. (See Regional Report, Table 3.)

Ethnic Groups

Iowa's ethnic heritage began with its native Americans. The tribes living in the borders of what is now Iowa included the Illinois, Iowa, Miami, Ottawa and Sioux tribes in eastern Iowa. The Oto, Omaha, and Missouri lived in western Iowa. The first white settlers came from states to the east and south of Iowa, but they had originally come from the British Isles. About the time that Iowa received statehood in 1846, mainland European immigrants began to settle Iowa by the thousands. Scandinavians settled the central and western parts of the state. Hollanders went to the south-central area, while Germans settled along the Mississippi. The Scotch and Welch settled in the southern counties, and the Czechs went to the east-central counties. During the westward expansion many pioneers passed through Iowa and wrote of its thick mud burying their wagon wheels.

Because of its history, today Iowa has a mostly white population--97.5% in 1980. The black population constituted only 1.5% of the total population. The blacks in the state are usually urban, living primarily in Des Moines and Waterloo. (See Regional Report, Table 4.) Population projections in 1989 estimate blacks at 1.9% in 1990 and 2.3% in 2000. (See Regional Report, Table 5.)

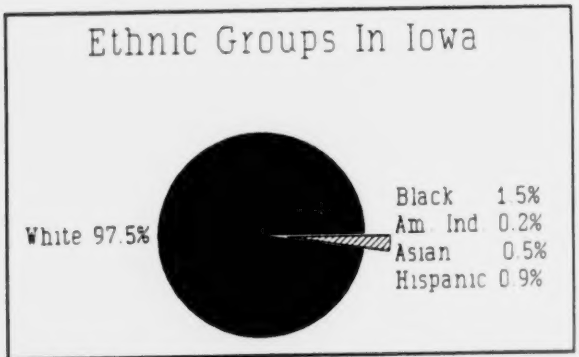

Figure 1. State ethnic group percentages (See Regional Report, Table 4.)

The American Indians in the state totaled only .2%, numbering about 5,000 in 1980. Most are located in Sioux City or near the Mesquakie Settlement near Tama. The Asian population was .5% of the total, Hispanics were .9%. These groups are primarily located in the cities or urban areas. (See Regional Report, Table 4.)

Age Trends

The median age in Iowa is slightly higher than in any of the other states in the Region, but exactly the same as the national median. The median age for Iowa in 1980 was 30 years. That was an increase of 1.2 years over the previous decade. (See Regional Report, Table 6.)

The increase in median age is a reflection of the change in age groups in the nation and the Region. Iowa had proportionately fewer children in 1980 than it had in previous years. In 1970, 34.6% of the state's population were children under 18. By 1980, approximately 28.4% of the population were children. This change was typical of the Region, although Iowa had a slightly smaller change in the preschool group. (See Regional Report, Table 7.)

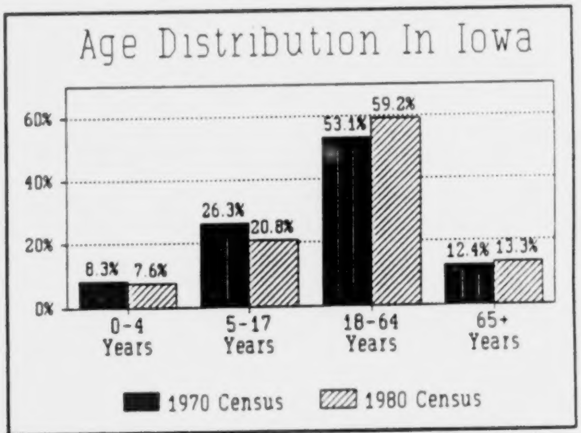

Figure 2. State age distribution (See Regional Report, Table 7.)

Family Structure

In 1980 Iowa had 1,053,033 households. By 1985, the number of households was approximated at 1,076,000. These numbers represent a 2.2% increase in the households. This increase in the number of households was the result of smaller household size. Iowa has had the smallest average household size in the Region for several years. In 1980 the average size was 2.68 persons per household. By 1985, the already-small size fell again, to 2.59 persons per household. (See Regional Report, Table 8.)

In 1980 there were 773,311 families in Iowa. More than half of them, 400,618, or 52%, had children under the age of 18. A large majority of these families, 87.1%, were headed by married couples. Another 11.1%, or 44,352 families, were headed by females who had no spouse present. About 1.8% of the households with children have another head of household--a father or other relative. (See Regional Report, Table 9.)

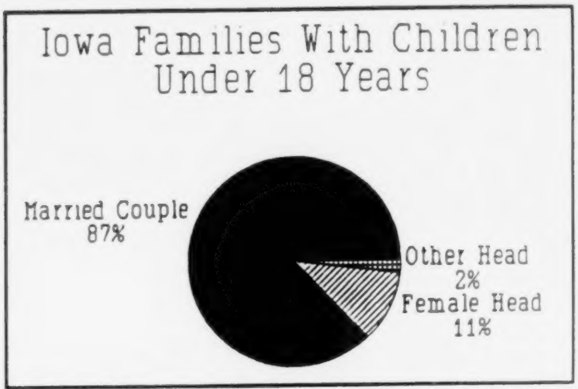

Figure 3. Head of household for families with under 18 age children (See Regional Report, Table 9.)

Poverty

In 1970 Iowa had the highest percentage of families in poverty of any of the states in the Region, 8.9%. Almost ten years later, it was in the center of a ranking of the states, at 7.5%. At that time, approximately 10.1% of all individuals in the state were living in poverty. (See Regional Report, Table 10.)

Single parents in poverty. In 1980 approximately 41,050 families with children under age 18 were living in poverty (10% of the total). Of these poor families, 16,688 (about 36%) were headed by women with no spouse present. Over one-third of the families with children, headed by women, live with poverty incomes. See Regional Report, Table 11.)

Children in poverty. Approximately 11.5% of all children in Iowa were living in poverty in 1980. That percentage places Iowa in the middle of the Region, with four states having a higher proportion in poverty and two having a lower proportion. (See Regional Report, Table 12.)

Educational Attainment

In 1980 Iowa had the second highest percentage of people in the Region over age 25 who had received high school degrees--approximately 71.5%. (See Regional Report, Table 13.)

Dropout rate. Across the state, Iowa has had a small dropout rate when compared to many other states. In the past twenty years it has varied between 2% and 3% for the total of six junior high and high school years, grades seven through twelve. The lowest dropout numbers occurred in fiscal 1983, when the rate was 2.04%. The highest was in 1979, when the rate was 3.31% (IDE, 1990a).

Consistent with the Catterall reports, the highest percentage of students in Iowa drop out in the eleventh grade. This is true for twenty years of dropout information provided in the 1990 state report "Iowa Guidance Surveys". The next highest percentage leaves during the tenth grade. In 17 of the 20 years of statistics, tenth grade was a critical year for students, with the second highest percentage of dropouts. The twelfth grade is third for the percentage of dropouts, followed by the ninth grade. The eighth grade is next, with much smaller percentages, followed by the seventh grade (IDE, 1990a).

In the state as a whole, approximately 19.8% students dropped out in ninth grade, 24.1% in tenth, 27.6% in eleventh, and 26.1% in twelfth. The grade distribution for dropping out varied between school district areas. In some districts there was a sharper variance between grades. (IDE, 1990a)

Also consistent with other findings, more males have dropped out than females, for all years and for all geographic locations. Across the state, 57% of the students who dropped out were male and 43% were female. The biggest difference between the two for a merged area was a male-to-female ratio of 2 to 1. The smallest variance was 6% in two other merged areas (IDE, 1990a).

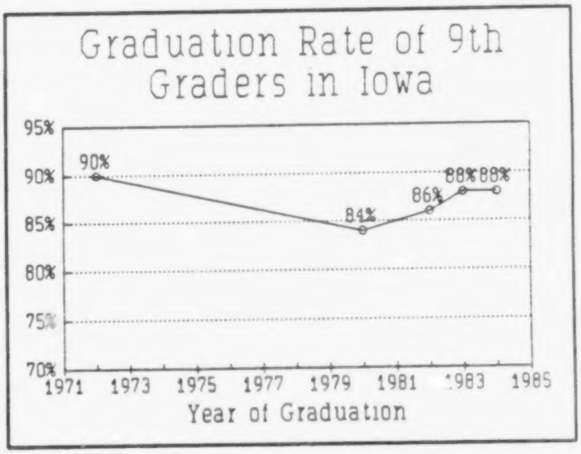

Figure 4. State high school graduation rate (See Regional Report, Table 15.)

Graduation rate. A high percentage of Iowa's students graduate from high school. Iowa's percentage of graduation is second in the Region, following only Minnesota. Between 1972 and 1984, the graduation rates went from 90%, down to 84%, and then back up to 88%. This pattern of a dip in 1980, followed by a resumption to near 1972 figures, was common across all of the states in the Region. (See Regional Report, Table 15.)

Demographics of the Rural Population

Rural Population

The majority of the population in Iowa was rural until 1960, when the urban proportion topped the rural for the first time. This reversal continued into the 70s, when the state reached a 40/60 split. Approximately 40%, or two-fifths of the population of Iowa, were rural. In 1970 Iowa reported 42.8% of its population as rural. Ten years later the percentage was 41.4%, indicating a leveling off of the rural/urban change. Even with the leveling off, Iowa is still the most rural state in the Region. (See Regional Report, Table 16.)

Ethnic Minorities in Rural Areas

The rural population in 1980 numbered just over 1,200,000 citizens. Most of that population, 99.5%, were white. Only 1,009 (1%) persons in rural areas were black. Twice that number, 2,131, (2%) were Asian or Pacific Islanders, and 1,766 (1%) were American Indian. Of these numbers, 4,654 (4%) were of Spanish origin. (See Regional Report, Table 17.)

Age Trends in Rural Areas

The rural residents of Iowa have had a median age which is higher than the total population. However, from 1970 to 1980 the difference between the two populations diminished slightly, from a 1.7 year difference to a 1.1 year difference. In 1970 the median age for the rural population was 30.5; the median for the total population, 28.8. In 1980 the median age for the rural population was 31.1; the median for the total population, 30.0. The median of the general population became older, catching up with the rural figures. (See Regional Report, Table 18.)

The rural population had a slightly higher percentage of children than the state as a whole for both 1970 and 1980. In 1970 children composed 36.4% of the rural population, compared to 34.6% in the state. By 1980, children composed 30.5% of the rural population and 28.4% of the state. The percentage differences were larger for the school-age group and smaller for the preschool group. (See Regional Report, Table 19.)

The percentage of children in the rural population has fallen just as it has in the state as a whole. The percentage of children in the rural population fell by 5.9% between 1970 and 1980; the change in the state was 6.2%. By 1980, 30.5% of the rural population was under the age of 18. (See Regional Report, Table 19.)

Family Structure in Rural Areas

Of the 400,618 families in the state with children under age 18, 42.9% lived in rural areas in 1980. This percentage reflects closely the general population living in rural areas. (See Regional Report, Table 20.)

The rural families were more likely to have two parents in the family. Over 92% of the rural families with children were headed by married couples. Only 6.1% of the rural families with children had single females as a heads-of-household. Another 1.7% had other family situations. (See Regional Report, Table 20.)

Rural Poverty

The percentage of families with children living in poverty is slightly higher in rural areas than in the state as a whole. Approximately 11.5% of the rural families with children live with poverty incomes, compared to 10% statewide. (See Regional Report, Table 21.)

The percentage of families with children living in poverty is much higher for farm families. Almost 18% of the farm families with children are living with poverty incomes. (See Regional Report, Table 21.)

Single parents in poverty. In 1980, 11,124 of rural women with children were heads of their households. Of these women, 3,920 lived with incomes under the poverty level. Therefore, about 35% of these families lived in poverty. The percentage of single mothers in poverty is a little lower for the farm population, approximately 25%. (See Regional Report, Table 22.)

Children in poverty. Iowa is in the middle of the ranking of the states in the Region for children in poverty. Approximately 13% of Iowa's rural children live in families with incomes under the poverty level. The proportion of children in poverty was less for small towns, only 8%. Farms, however, are another story. Approximately 20% of the children who lived on rural farms were living under the poverty level in 1980. When the school age group was considered--only ages 5 to 17--the percentages did not drop for the total rural or small town groups, and the percentage on rural farms dropped only 1%. The poverty numbers are generally the same for both school age and preschool children. (See Regional Report, Tables 23 and 24.)

Educational Attainment in Rural Areas

The proportion of the population over age 25 who had finished a high school education increased between 1970 and 1980 by 12.7%. In 1970 Iowa had the highest percentage of rural graduates in the Region, 53.1%. By 1980 Iowa was still ranked second for rural graduates, with 65.8%. The rural population did not gain as fast as the total population, however. (See Regional Report, Tables 25 and 26.)

Demographics of the Urban Population

Urban Population

Approximately 57.2% of the population of Iowa live in cities of over 2,500, and are therefore classified by the Census as "urban." Between 1970 and 1980, the central city population increased from 22.4% to 23.1% of the state's total population. (See Regional Report, Table 27.)

There are eight cities with populations over 50,000 in Iowa. Des Moines is easily the largest and only one the three which have grown since 1980. Most of the large cities in the state have experienced population declines because of outmigration.

Table IA-1 Cities with Populations Over 50,000

City	Population in 1980	Population in 1987
Des Moines	191,003	194,100
Cedar Rapids	110,243	108,100
Davenport	103,264	98,700
Sioux City	82,003	79,000
Waterloo	75,985	68,100
Dubuque	62,321	59,500
Council Bluffs	56,449	56,800
Iowa City	50,508	50,600

Source: US Census, 1980, and McNally, 1989.

Ethnic Groups in Urban Areas

Most of Iowa's ethnic minorities are located in the cities. The ethnic breakdown of the central cities is approximately 93% white, 5% black, and less than 1% each Indian and Asian. (See Regional Report, Table 28.)

Age Trends in Urban Areas

The median age for the central city populations in Iowa has been lower than for either the total population or the rural population. Between 1970 and 1980, the median age for central cities increased by .9. (See Regional Report, Table 29.)

Between 1970 and 1980, the age distribution in Iowa changed in the same pattern as in other states in the Region. The percentage of children under age 18 fell from 34.2% in 1970 to 26.9% in 1980. That was a drop of 7.3%. The adult populations increased in turn, with adults 18 to 64 years of age increasing from 54.8% to 61.5%. The retirement age adult group increased from 11.0% to 11.6%. (See Regional Report, Table 30.)

Family Structure in Urban Areas

Approximately 22.4% of all Iowa's families with dependent children lived in the central cities in 1980. Families in central cities are less likely to have a married couple at the head of the family. Iowa is not an exception, with a smaller percentage of married couples in the central cities than in the total population or the rural areas. Still, Iowa has the highest percentage of this family type in the Region--80.6%. About 17.2% were headed by female householders, and 2.2% of the families were headed by another relative. (See Regional Report, Table 31.)

Of the 46,976 single mothers in Iowa listed on the 1980 U.S. Census, almost 47% lived in urbanized areas. Moreover, the single parents are very likely to live in the inner cities: one-third of the state's mothers alone with children live in these locations. (See Regional Report, Table 32.)

Urban Poverty

In the central cities of Iowa, there were 92,360 families with children in 1980. Of these families, 9,970 were living with poverty incomes in 1980. That's almost 11% of the central city family population. (See Regional Report, Table 33.) Although the figure is higher than the percentage for the entire state, central cities in Iowa do not have the high poverty profile of larger cities in other states. Des Moines had the third lowest number of

AFDC payments of the 13 largest cities in the Region. Des Moines' AFDC rate was 48.1 persons per 1,000 population. (See Regional Report, Table 34.)

Single mothers in poverty. More than one-third of the women with children (no spouse present) were living with poverty incomes in 1980. Approximately 36% of the women living in all urban areas and 39% of the women in the central cities were living in poverty. Even with these numbers, Iowa has one of the lowest percentages in the Region for single mothers living in poverty. (See Regional Report, Table 35.)

Children in poverty. Central cities in Iowa have the lowest poverty rate for children in the Region. Approximately 11% of the children in urbanized areas were living in poverty in 1980; 12% of the children in the central cities were living in poverty. This is the same proportion of poverty for children in the state as a whole--12%. It is less than half the poverty rate for children in the three industrial states in the Region. (See Regional Report, Table 36.)

Des Moines has less poverty, and less concentration of poverty in poverty areas, than most of the other large cities in the Region. The city had a child population of 48,482 in 1980. Of those children, 14.3% lived in families with poverty incomes. That percentage is a slightly higher figure than that for the total urban population in the state, but is one of the three lowest for cities in the Region. Almost 16% of all the children in Des Moines and almost half (47.6%) of the poor children in the city were living in poverty areas. However, compared to the other twelve large cities, Des Moines has one of the lowest percentages of poverty children in poverty areas. In most of the other twelve large cities of the Region, the poor children are even more concentrated in the poverty areas. (See Regional Report, Table 37.)

Children living with single mothers are much more likely to be living in poverty conditions than are children from families with two adult caretakers. In Des Moines's central city, 43% of the children with single mothers were living in poverty in 1980. (See Regional Report, Table 38.)

Ethnic groups in poverty. In Des Moines, as in other large cities, the ethnic minority groups suffer a disproportionate amount of poverty. Only 9% of the white population was living in poverty in 1980. The percentages of minorities in poverty were much higher: black, 24%; American Indian, 28%; Asian, 32%; and Hispanic, 16%. Ethnic minorities are also more likely to live in the poverty areas, especially when they have a poverty income themselves. (See Regional Report, Table 39.)

Educational Attainment in Urban Areas

Educational attainment for adults over age 25 has risen over the years, with improved availability of education and attrition. From 1970 to 1980, the attainment rates for the total state population increased over 16%. Iowa had the highest attainment rates in the Region in 1970; it was second in 1980. (See Regional Report, Table 40.)

There are usually fewer adults in the central cities than there are in the total state who have completed a high school education. Adults in the central cities of Iowa are an exception to that rule, however, having higher graduation rates than the rest of the state. (See Regional Report, Table 40.) The difference has declined, however. In 1970 the central cities had a 7% higher attainment rate than the state; in 1980 they had a 3% higher rate. (See Regional Report, Table 40.)

Des Moines has had one of the highest percentages of high school graduates in the Region. In 1980 it was estimated that 75% of the population over the age of 25 had completed a high school degree. By ethnicity, 76% of the white population had completed high school, 64% of the black, and 56% of those of Spanish origin. (See Regional Report, Table 41.) Iowa has not studied dropout rates in terms of ethnicity.

Economy in Iowa

Economic Activities

Iowa, with the smallest population in the Region, also had the lowest total earnings. In 1984 the earnings totaled $23,337 million. Iowa was the most agricultural state of the Region, with almost 10% of its gross product coming from crops and livestock. That is more than double the farm income of any other state in the Region. It is the highest in the Region for government income and second for retail trade, although the spread in each of these areas is very small. It is the lowest in manufacturing, 16% below the highest state.

The largest percentages of gross income in the state comes from service and related areas (61%). Almost one-fourth of the gross product, 23.9%, is the result of manufacturing. The service industry is next, at 17.1%, followed by other services and government, 14.6% and 14.5%, respectively. Retail trade brings in almost as much as agriculture, 9.4%. It is followed by good production (29%): financial interests, 5.9%, and mining and construction, 4.8%. (See Regional Report, Table 42.)

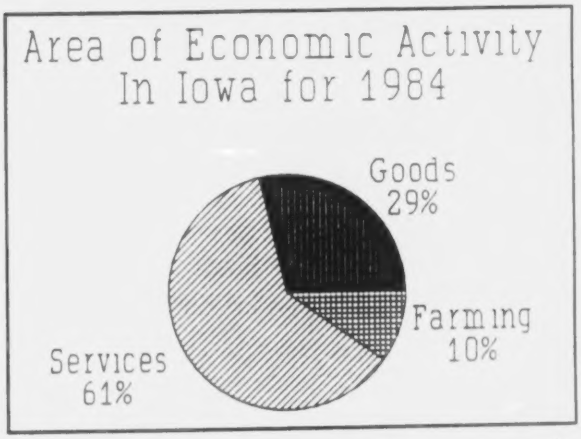

Figure 5. State economic activity (See Regional Report, Table 42.)

Personal and Household Income

In 1980 the median household income in the state was the lowest in the Region at $16,799. The earning power of people in Iowa, as well as the other states in the Region, dropped during the first half of the 80s. From 1979 to 1985 the per capita median income, in constant 1985 dollars, dropped from $10,576 to $10,096. (See Regional Report, Table 43.)

Unemployment

Iowa has been less affected by the unemployment trends of the 80s. In 1970 the unemployment rate was listed at 3.5%, the lowest in the Region. In 1980 it was 8.5%, the second lowest in the Region and almost half the rate of the highest state. By 1986, the unemployment rate had lowered to 7%. (See Regional Report, Table 44.)

Economy in Rural Iowa

Rural Economic Activities

Most of the land area in Iowa, approximately 93%, is taken up with farming. In fact, this medium-sized state produces about 7% of the nation's total food supply. It is the number one or two corn producer for the nation, alternating in position with Illinois. Manufacturing in the state is often related to farming, with businesses producing non-electrical farm equipment. Food processing is the second largest activity. Iowa has traditionally been an agricultural state. With the declines in agriculture, and agriculture's lessened employment possibilities, the state has become more dependent upon manufacturing.

Iowa ranks second in the nation for agricultural production. It is a leading producer of corn, soybeans, cattle, and hogs. It produces grain for its livestock, and ships much of it abroad. This dependence on grain leaves the state susceptible to the forces of the marketplace. When prices are up, overproduction results and lean years follow. When droughts strike, grain yields are down and our country's exports are affected.

Manufacturing in the state is also tied to agriculture since half of the value of the goods comes from food products. The state also manufactures farm equipment and chemicals and other products related to agriculture. Other machinery, electrical products, and rubber products, as well as printing and publishing, are also important manufacturing enterprises in the state. Stone and gypsum are mined, but they are used in local construction.

Transportation is an important part of the state's economy. Railroads have historically had a strong influence on the strength of agriculture since farmers were dependent on them to move their cash crops.

Economic sector dependency in rural areas. More than half of Iowa's counties are dependent on agriculture. Fifty-four of Iowa's 99 counties meet the minimum requirement for sector dependency in agriculture. Fourteen of the counties are dependent on manufacturing, three are dependent on government. There are no counties dependent on mining, and 23 of the counties are dependent on miscellaneous activities. (See Regional Report, Table 45.)

Rural Unemployment

The unemployment rate in non-metro Iowa was never as high as it was in other states in the Region. In 1983 the rate was 7.6%, and by 1987 it had fallen to 5.7%. That was a 25% rate of change. (See Regional Report, Table 46.)

Economy in Urban Iowa

Median Household Income

The median household income in 1980 for the city of Des Moines was higher than the state median income, and one of the highest of the big cities in the Region. The median income at that time was $20,665, compared to the state's $16,799.

The median household incomes had risen by 1987. As the table below indicates, the highest for the eight largest cities in Iowa was $28,522; the lowest was $21,420. The state median household income rose to $20,968. (See Regional Report, Table 47.)

Table IA-2. Per Capita and Median Household Incomes of Iowa's Largest Cities

City	Per Capita Income 1987	Median Household Income 1987
Cedar Rapids	$14,843	$28,522
Council Bluffs	$12,522	$24,149
Davenport	$13,493	$26,480
Des Moines	$14,202	$24,721
Dubuque	$11,944	$24,754
Iowa City	$13,034	$21,420
Sioux City	$11,537	$21,669
Waterloo	$14,254	$27,577

Source: McNally, 1989.

Student Population

Enrollment. Enrollment in Iowa's schools was over one-half million in 1981. The enrollment has fallen since then, in a pattern consistent with most of the Region. Enrollment fell from 516,216 in 1981 to 480,826 in 1987. It dropped again to 478,486 in the current 1989-90 school year. (See Regional Report, Table 48.)

Age trends. The trend downward has been tempered in the past few years by small enrollment increases in the lower elementary grades. In the early 80s, the children of the baby boomers started school and enrollment increased somewhat. From the total enrollment figures by grade, it would appear that enrollment began to increase in 1982 in Iowa. The greatest increase appeared in 1985, when the entering kindergarten class numbers were up by almost 2,000. The growth in enrollment slowed after that year. (See Regional Report, Tables 48 and 49.)

Average daily membership and attendance. The average daily attendance has been very stable in Iowa in the last years. In the 1980-81 school year, the attendance was 95.5%; in 1986-87 the attendance was still 95.5%. (See Regional Report, Table 50.)

Ethnic groups. Iowa typically has the lowest percentage of minority students in the Region. In 1987 only 5% of all public school students were members of a racial minority group. More than half of these students, 2.63%, were black. Approximately 1% of the students were Asian (1.16%), 1% were Hispanic (.95%), and only .28% were American Indian. (See Regional Report, Table 51.)

In the current school year, 1989-90, the minority population was 5.46% of the total enrollment. The percentages of ethnic groups changed only slightly. The black proportion changed to 2.73%, Asians were 1.28%, Hispanics were 1.14%, and the American Indians were .30% of the student population (State information).

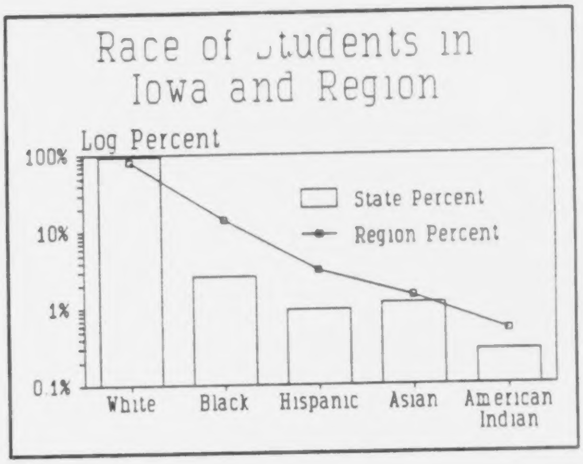

Figure 6. State versus Region student ethnic groups
(NOTE: Percent shown on a log scale to better display smaller percentages; see Regional Report, Table 51.)

The Limited English Proficiency program in Iowa is concerned with helping children who speak 13+ languages gain greater skills with basic English. Most LEP students speak Spanish, followed by Asian tongues. The following list gives the numbers of children instructed in the LEP program for the 1989-90 school year (IDEb).

Table IA-3. Languages Spoken by LEP Students in Iowa

Language	Number of Students	Language	Number of Students
Spanish	1173	Viet	465
German	106	Thai Dam	215
Korean	145	Lao	578
French	14	Hmong	86
Italian	2	Cambodian	174
Chinese	117	Indian	7
Arabic	43	Other	311

Source: IDE, 1990b.

The Department of Education does not formally classify geographic areas for LEP help. They do have an informal method of considering the size of the various districts and their location in the state, as well as the inclusion of large cities. Most of the LEP needs are in the large cities of the state. However, students in the rural areas are also a focus of concern for the Department of Education. For example, if there are only two LEP students in a very rural area, those students are entitled to educational support as much as the LEP students in an urban school. However, providing that support is more complex in a rural setting, especially when other districts or state support offices are too distant for daily instructional help.

Chapter 1. In Iowa 40,478 children were served last year to improve their academic abilities. In the 1988-89 school year, 41,004 students were in Chapter 1 programs. (See Regional Report, Table 52.)

Free school lunch. In Iowa about 18% of the students receive free school lunch. Iowa ranks in the middle of the Region on this issue. The formula count indicating financial need of students, on which Chapter 1 is based, was 108,262 students for Iowa in the 1988-89 school year. (Regional Report, Table 53.)

Teaching Staff

Numbers. Iowa, with the smallest student enrollment, also has the smallest number of teachers of any state in the Region. The state employed approximately 30,873 teachers in 1987. The teachers compose 55% of the total staff. That percentage is in the middle of a ranking of the states in the Region. (See Regional Report, Table 54.)

Student-teacher ratio. The student-teacher ratio in Iowa in 1987-88 school year was the lowest in the Region, at one teacher for each 15.6 students. The ratio of total staff, including administration and special services as well as teachers, is also the lowest in the Region, at 8.5. (See Regional Report, Table 54.)

School Buildings

Numbers. Iowa was sixth in the Region for the number of schools in the 1987-88 school year. There were 1,634 schools at that time. (See Regional Report, Table 55.)

Size. Iowa schools are generally small. The mean average enrollment for Iowa schools in 1987-88 was 294. The median enrollment was 247. (See Regional Report, Table 56.)

Three-fourths of the schools in Iowa had from 101 to 500 students. The most common school size was 101 to 300 students for 1987-88: 851 schools in Iowa were in this category. The next most common category was schools with 301 to 500 students: 428 schools fit in this group. The remaining one-fourth of the schools were evenly split between smaller and larger sizes. There were 140 schools with 51 to 100 students; there were 44 schools with fewer than 50 students. On the other end of the scale, there were 106 schools with between 501 and 700 students. There were only 30 schools with 701 to 1,000 students, 32 schools with 1,001 to 2,000 students, and 3 schools with 2,001 to 3,000 students. (See Regional Report, Table 57.)

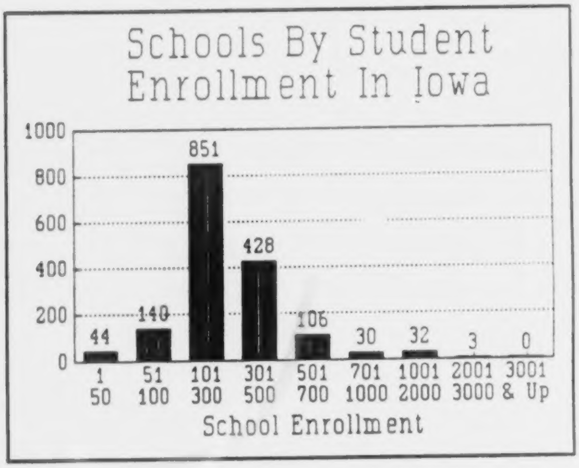

Figure 7. School enrollment size (See Regional Report, Table 57.)

Age of buildings. Iowa has had an active school construction program throughout the years. In fact, Iowa leads in the Region in the number of schools built since 1960. Since 1980 alone, the state has built 230 schools. (See Regional Report, Table 58.)

The 1989 Governor's Report gives a count of the instructional buildings in the states. That list states that Iowa has 45 schools which pre-date the turn of the century. It has 942 which were built between 1900 and 1940; another 118 were built in the 40s. The next twenty years saw a lot of construction in the state, with 804 schools being built in the 50s, and 923 built in the 60s. Since 1960, 1,812 more schools have been constructed.

School Finance

Costs per pupil. Iowa has increased its spending on education greatly over the last 30 years. In 1960 it was in sixth position in the Region for costs per pupil in average daily attendance (ADA). After 1970, it ranked fifth. In the 1959-60 school year, Iowa spent $1,362 per pupil, based on ADA. Ten years later the state spent $2,432. Ten years later still, the expenditures had risen to $3,261. The 1985-86 figures were $3,619. (See Regional Report, Table 59.)

Sources of revenue. Iowa receives just over half of its school funds from local funding sources. The state supplies 44.5%. The remaining 5.1% is supplied by the federal government. Iowa ranks in the middle of the Region on these percentages. (See Regional Report, Table 60.)

Expenditure categories. Iowa's expenditures are the second highest in the Region for support services, at 40.3% of the total. Instructional services accounted for 57% of the spending. Non-instructional costs totaled only 2.7%. (See Regional Report, Table 61.)

Iowa does not contribute state funds to work with bilingual populations. The funds for LEP, multicultural, and minority programs come from the Federal Title IV program. The state also lacks funding for the gifted and talented (Interviews with State Department of Education personnel).

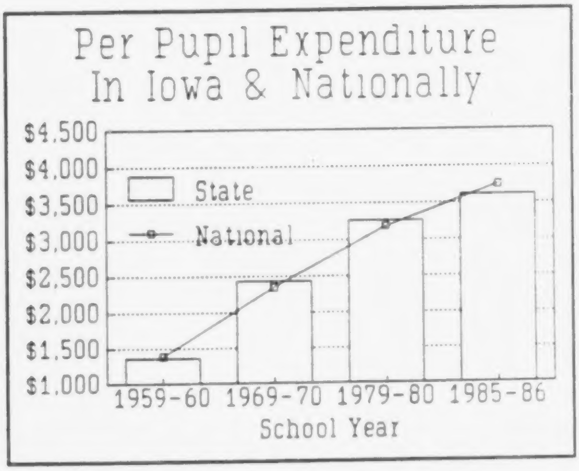

Figure 8. Per pupil expenditures in state and nation (See Regional Report, Table 59.)

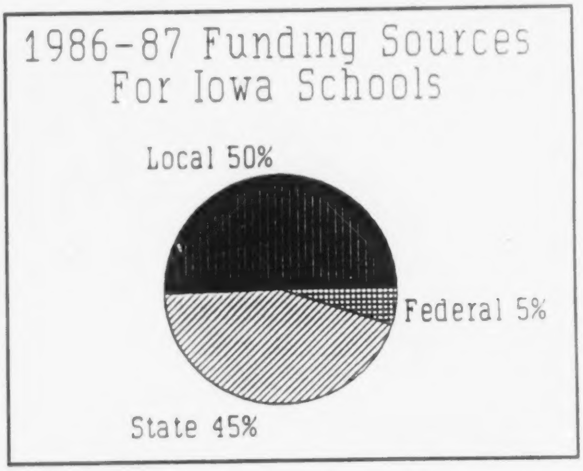

Figure 9. State school funding sources (See Regional Report, Table 60.)

Education for Rural Students

Rural Student Population

Enrollment.. In 1987-88 approximately 31.6% of the students in Iowa lived in rural areas. That figure classifies Iowa as having the most rural students of any state in the Region. (See Regional Report, Table 62.)

Ethnic groups. While 5% of the students in the state are members of a minority, less than 1% of those students live in rural locations (Common Core, 1987-88). The few minority students are most likely to be Asian, .40%, or Hispanic, .29%. There are few black students in rural areas, .14%, and fewer American Indian students, .08%. (See Regional Report, Table 63.)

Free school lunch. The rural students have nearly the same proportion of free school lunch as the total population. Approximately 19.28% of the rural students receive free school lunch. (See Regional Report, Table 64.)

Teachers

Numbers. There were 12,512 teachers in rural areas in the 1987-88 school year, 40% of the total number of teachers in the state. The large percentage of rural teachers is a reflection of the rural nature of the state. (See Regional Report, Table 65.)

Student-teacher ratio. The student-teacher ratio in Iowa is somewhat lower than the figure for the total state population. There are approximately 14 students for each teacher: 13.91 compared to the state's 15.26. This is another indicator of the more dispersed natu of the schools in the state. (See Regional Report, Table 65.)

School Buildings

Numbers. In the 1987-88 school year, 49% of the schools in Iowa were located in rural areas. Therefore, one-half of the buildings in the state are used by less than one-third of the students. This ratio indicates the distribution of schools throughout a very rural state. Facilities are located near their constituents, and are therefore more widely dispersed and smaller. (See Regional Report, Table 66.)

Size. Compared with all of the schools in the state, rural schools have considerably smaller enrollments. The average school in a rural location of Iowa houses 189 students. The median school in a rural location has 172 students; half of the rural schools have more than that number, half have less. The average number of rural schools is smaller than the state average by 105 students; the median of rural schools is smaller than the state median by 75 students. (See Regional Report, Table 67.)

Almost 71% of the rural schools in Iowa have an enrollment of between 101 and 300 students. Another 18% of the schools are smaller, having fewer than 100 students per school; 28 of these schools, or 3.48%, have fewer than fifty students. At the larger end of the spectrum, almost 11% of the schools have a student body of between 301 and 500 students. The rural areas of Iowa have only six schools--less than 1% of the total--that have more than 500 students. (See Regional Report, Table 68.)

Education for Urban Students

Urban Student Population

The following urban descriptions have been taken from the Common Core of Data for the 1987-88 school year. The information for cities over 400,000, and for mid-sized cities, under 400,000, was used to present a picture of the urban school population. Iowa has no very large cities and no large "inner cities." Therefore, Iowa has no "very urban" schools, that is, schools in large inner cities.

Enrollment. In Iowa 129,025 students were identified as going to school in urban areas. That number represents more than one-fourth of the students in Iowa, 26.84%. Iowa ranked fifth in the Region for the percentage of urban students. (See Regional Report, Table 69.)

Ethnic groups. The result of a small minority population (5%) is that even the large cities in Iowa are mostly white. The urban schools of Iowa have an 88% white enrollment. The minority breakdown indicates that Blacks make up most of Iowa's minority students. About 8% of the students were Black, over 2% were Asian, 1.6% were Hispanic, and .7% were American Indian. (See Regional Report, Table 70.)

The State Board does not plan special programs targeted at the ethnic minorities, with few exceptions. They do conduct a Limited English Proficiency program to help students with language problems become independent with English. They also work with the urban areas to develop and implement voluntary desegregation plans.

The extent of the Limited English Proficiency needs in Iowa's three largest cities were described in more detail in a 1988-89 state report. The report stated that in Des Moines, "65% of the students have been here for less than one year and need intensive English language instruction, and 35% have achieved intermediate or advanced levels of oral language proficiency but have problems with grade level academic work and need to develop higher order thinking skills. These students have been here 2-3 years and must develop literacy skills to be successful in and graduate from high school." (Iowa Department of Education, 1989).

"Students in Sioux City have varied needs because some are illiterate in their own language. Some need content help; many need a combined program of reading and transitional bilingual support. Similarly, students in Davenport are in need of English language development as evidenced by the pre/post testing during the 88-89 school year. Test results conclude that the majority of students are functionally illiterate in English and below survival levels of fluency. In addition, their social and academic adjustments require attention in the district." (Iowa Department of Education, 1989).

Chapter 1 and financial need. In Des Moines 2,445 students were served by Chapter 1. The poverty figures used for making Chapter 1 funding decisions in Des Moines were 7,293 students in financial need. (See Regional Report, Table 71.)

Free school lunch. It is common in the Region that urban students are more likely to be receiving free lunch. This is also the case in Iowa, where one-fourth of the urban students receive free lunch, compared to 19% of the general state enrollment. This difference is not drastic, but noticeable. (See Regional Report, Table 72.)

Teachers

Numbers. There were 7,709 teachers in large city schools in the 1987-88 school year. That number represents 25% of the total number of teachers in the state. The small percentage is a reflection of the rural nature of the state. (See Regional Report, Table 73.)

Student-teacher ratio. Classes are larger in urban schools than in the average school in the state. The urban classroom in Iowa has an average of 1.75 more students. The ratio for urban schools is one teacher for every 17.01 students, compared to the ratio in the total state of one teacher for every 15.26 students. The variance is even larger when compared to the rural student-teacher ratio of one teacher for every 13.91 students. (See Regional Report, Table 73.)

School Buildings

Numbers. Iowa has 264 schools located in urban areas. That number represents 6.2% of the entire network of schools in the state, a small percentage. Only one other state in the Region has a smaller percentage of urban schools in the state. (See Regional Report, Table 74.)

Size. In Iowa, urban schools are much larger than the average schools. The mean average enrollment in urban schools was 489 in 1987, compared to the general state average of 294; the urban schools had an average of 195 more students. The median number of students in an urban school was 398, compared to the state median of 247. That was a difference of 151 students. Even though the urban schools in Iowa are larger than the average schools, or the rural schools, they are nevertheless smaller than schools in five of the other states in the Region. (See Regional Report, Table 75.)

The majority of urban schools enroll between 301 and 500 students: 44% of the urban schools fall in this range. One-fourth of the urban schools are smaller than this number, most at the 101 to 300 range. The remaining 30% are larger, with enrollments of 501 and up. Of these, the majority enroll between 501 and 700 students and 13% have between 701 and 2,000 students. Only two urban schools in Iowa have more than 2,001 students. (See Regional Report, Table 76.)

Rural and Urban Issues in State School Planning

In Iowa the Department of Education does not classify districts by rural or urban categories. One of the difficulties of trying to make such a distinction is the mixed nature of some of the school districts. Predominantly urban districts may have schools which are very rural, and basically rural districts may have some urban schools.

Educators in Iowa are likely to think of their state as rural and agricultural as well. The unique needs are found in the relatively few urban areas. It is the cities that need attention for desegregation. They also have large numbers of foreign-language speaking students.

One of the state's concerns for rural education is the lack of minority role models. The state is working on the problem of staffing more minority teachers.

Iowa shares with other states in the Region concern for its at-risk student population. They are concerned about the latch-key kids and others who lack good child care and safety as well as the nutritional problems faced by many children.

Sources

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MICHIGAN

Michigan's rich natural resources and easy access to water transportation have made it a major manufacturing center in America. At over $82 billion dollars per year, Michigan has the third largest gross state product in the Region. About 40% of its income results from manufacturing. It is the eighth most populous state in the U.S. With 13% black and 2% other ethnic groups, Michigan has the second largest percentage of minority population in the Region. It also has the second highest poverty rate in the Region. Just over 1.5 million students are enrolled in Michigan's public schools; enrollment has been decreasing steadily since 1970-71. Michigan has the highest student-teacher ratio in the Region at 20 students per teacher. It also has the highest school dropout rate of any state in the Region. In 1987-88 there were about 82,000 teachers but **83,000 non-teaching** personnel. Michigan schools spent $4,122 per pupil in 1988.

The following report discusses the demographics of the state, and then the demographics for the rural and urban populations specifically. It discusses the economy in the state, particularly as it relates to the rural and urban populations. Finally, information regarding the educational context is presented for the state, and for rural and urban areas in particular.

Topography

Michigan's outstanding feature is its coastline. Touching four of the five Great Lakes, it has more miles of coastline than any state except Alaska (3,288 miles).

Michigan is divided into two separate portions, the Upper Peninsula and the Lower Peninsula. These portions are joined by the large spans of the Mackinac Bridge. This unusual land definition was the result of a compromise in 1835 to avoid an armed conflict with the state of Ohio. Michigan and Ohio both wanted a piece of land near Toledo, called the Toledo Strip, and the militia were lined up on the border when a compromise was reached. Ohio was given the Strip and Michigan was given the Upper Peninsula.

Michigan consists of only two types of land, the Superior Upland, on the west of the Upper Peninsula; and the Great Lakes Plains, on the east of the Upper Peninsula and the entire Lower Peninsula. The Superior Upland is composed of rugged hills and mountains covered with forests in most places. It holds rich iron and copper deposits. The southern Great Lakes Plains is fairly level, with some parts which are rolling and hilly, or low and swampy. The area has limited agricultural use since it has a short growing season and poor soil.

Limestone and shale, as well as sand and gravel, are found all over the state in both the Upper and Lower portions. The Lower Peninsula has deposits of petroleum and natural gas. It also has coal, gypsum, and massive supplies of salt. The Upper Peninsula has vast deposits of iron in three mountain ranges in the area. The Keweenaw Peninsula, which forms the northern most tip of the state, has a rare deposit of pure copper.

The state has tourist trade because of its scenic beauty. It has over 11,000 lakes, and 150 waterfalls. More than half of the state is covered with forests of both hardwood and softwood. Fishing is available on many of the rivers as well as the Great Lakes.

Demographics of the State Population

Population

Michigan is the eighth ranked state in the country for population; it is the third most populated state in the Region. In 1988 the total population was estimated at 9,300,000. Four-fifths of the population of the state is urban (Hodgkinson, 1989).

At the time of the last Census, Michigan reported a population of 9,262,078. Typical of the states in the midwest in the last three decades, Michigan has lost population to outmigration in the last several years. In fact, it has lost more population to outmigration than any other state in the Region. The population estimates for 1986, given in the most recent County and City Data Book, list Michigan with 9,145,000 people, a loss of about 117,000. Another Census Bureau report, which included 1987 estimates, put the population decline since the 1980 census at nearly 62,000, a smaller number but still a sizeable loss. (See Regional Report, Tables 1 and 2.)

Population Density

Michigan is ranked near the middle of the seven states in the Region in population density. Michigan had an estimated 162 persons per square mile in 1987. (See Regional Report, Table 3.)

Ethnic Groups

About 15,000 Indians lived in the Michigan area when Europeans first arrived. Most of the tribes belonged to the Algonquian language group. The tribes included the Chippewa and Menominee in the Upper Peninsula, and the Miami, Ottawa, and Potawatomi in the Lower Peninsula.

From 1763 to 1783, the area of present day Michigan was considered part of Quebec Territory. In 1783 the new United States of America claimed Michigan, initially as part of the Northwest Territory and then later as part of Ohio and Indian Territories. It was organized as the Michigan Territory in 1805 and was admitted as the 26th state in 1837.

The French were the first European settlers in Michigan, establishing an outpost at Detroit during the late 1600s. Significant numbers of settlers from New York and New England began to establish farms and settlements across the southern third of Michigan starting in 1818. The completion of the Erie Canal in 1825 linked the Great Lakes with the Atlantic Ocean and opened up a transportation route between Michigan and the eastern states. Between 1870 and 1900, Michigan's population more than doubled. Vigorous growth in farming, mining, lumbering, and manufacturing all contributed to this growth.

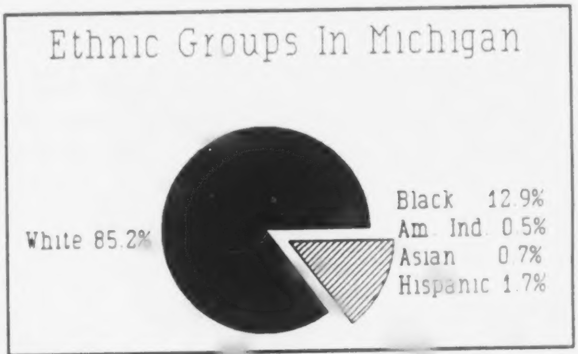

Figure 1. State ethnic group percentages (See Regional Report, Table 4.)

Today, Michigan has the second largest ethnic minority population in the Region. In 1980 Michigan's population was 85.2% white. Blacks constituted 12.9% of the total population. The blacks in the state are usually urban. (See Regional Report, Table 4.) Population projections published in 1989 estimate blacks at 15% in 1990 and 16% in 2000. (See Regional Report, Table 5.)

The American Indians in the state totaled only .5% in 1980. The Asian population was .7% of the total, and Hispanics were just under 2%. These groups are primarily located in the cities or urban areas. (See Regional Report, Table 4.)

Age Trends

The 1980 median age in Michigan was the youngest in the Region, 28.9 years. That was an increase of 2.6 years over the previous decade. (See Regional Report, Table 6.).

The increase in median age is a reflection of the change in age groups in the nation and the Region. Michigan had proportionately fewer children in 1980 than it had in previous years. In 1970, 37% of the state's population were children under

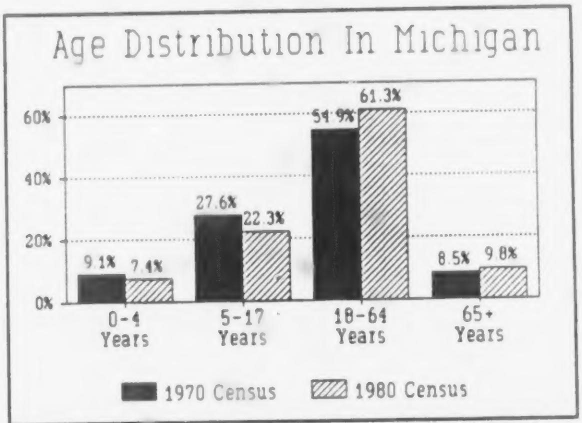

Figure 2. State age distribution (See Regional Report, Table 7.)

18. By 1980, approximately 30% of the population were children. This change was typical of the Region. (See Regional Report, Table 7.)

Family Structure

In 1980 Michigan had 3,195,000 households. By 1985, the number of households was approximated at 3,268,000, a 2.3% increase. This increase was the result of smaller household size. In 1980 the average size was 2.84 persons per household. By 1985, the average size fell to 2.72 persons per household. (See Regional Report, Table 8.)

In 1980 there were just over 1,300,000 families in Michigan with children under the age of 18 years. A large majority, 80%, of these families were headed by married couples. Another 18%, or 231,000 families, were headed by females who had no spouse present. About 2% of the households with children have another head of household--a father or other relative. (See Regional Report, Table 9.)

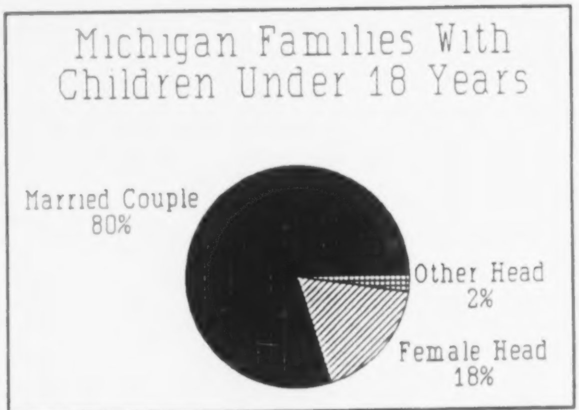

Figure 3. Head of household for families with under 18 age children (See Regional Report, Table 8.)

Poverty

In 1970 approximately 7.3% of all Michigan families, with and without dependent children, were living in poverty. Nine years later, the state had a family poverty rate of 8.2%. Between 1970 and 1979 Michigan changed from being the lowest ranking state to the second highest ranking state in the Region for family poverty rate. The percentage of families with children living in poverty was higher still, 11.6% for Michigan in 1980. That figure also placed Michigan as second highest state in the Region. (See Regional Report, Table 10.)

Single parents in poverty. In 1980 approximately 12% of all families with children under age 18 were living in poverty. Of these poor families, 100,387 were headed by women with no spouse present. Women alone are more likely to live in poverty: in 1980 single female parents living in poverty headed about 40% of the families with children. (See Regional Report, Tables 10 and 11.)

Children in poverty. Approximately 13% of all children in Michigan were living in poverty in 1980. That percentage places Michigan near the top of the Region, with only one state having a higher proportion in poverty and five having a lower proportion. (See Regional Report, Table 12.)

Educational Attainment

By 1980, about 68% of Michigan's population over age 25 had received high school degrees. This was an increase of nearly 20% over the number with high school degrees in 1970. This was one of the biggest increases in educational attainment in the entire Region. (See Regional Report, Table 13.)

Dropout rate. The US DOE reported an attrition rate in 1984 of 28% for all twelve grades in Michigan schools. This was the highest rate reported for the Region. The state reported dropout rates by grade for 1981. The dropout rates were: 9th grade, 1.9%; 10th grade, 3.3%; 11th grade, 3.5%' and 12th grade, 2.7%. This yielded a total dropout rate for the 9th to 12th grades of 10.8% (Catterall 1988b).

The State Office of Education reported that dropout information has been collected on a voluntary basis every two years in Michigan. The return rate of 15% for 1989-90 was insufficient for analysis. The most recent figures are for 1985-86, at which time the annual dropout rate was 5.8%, or 28,804 students. These figures have been increasing over the years. In 81-82 the rate was 5.2%; in 83-84 it was 5.4% (Interviews).

Graduation rate. Michigan's percentage of graduation is lower than the average for the Region. Between 1972 and 1984, the graduation rates went from 81%, down to 71%, and then back up to 77%. This pattern of a dip in 1980, followed by a resumption to near 1972 figures, was common across all of the states in the Region. (See Regional Report, Table 15.)

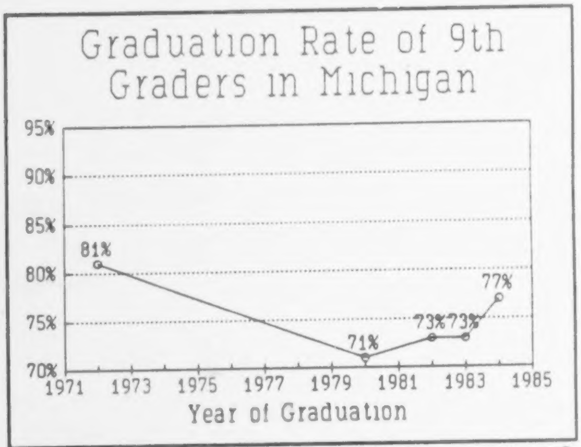

Figure 4. State high school graduation rate (See Regional Report, Table 15.)

Demographics of the Rural Population

Rural Population

In 1970 Michigan reported 26% of its population as rural. Ten years later the percentage was 29%, indicating a slight reversal of the trend toward urbanization of the state. In 1980 Michigan was in the median position in the Region for percentage of rural population. (See Regional Report, Table 16.)

Ethnic Groups in Rural Areas

The rural population in 1980 numbered about 2,711,000 citizens. Most of that population, 97.5%, was white. Only 1.2% of the persons in rural areas were black, and .3% were Asian or Pacific Islanders. With only a 1.1% Hispanic population, Michigan had the highest percentage of Hispanic residents in rural areas of any of the states in the Region. The .6% American Indian rural population makes Michigan the third in the Region fo Native Americans in rural areas. (See Regional Report, Table 17.)

Age Trends in Rural Areas

The rural residents of Michigan have had a median age which was essentially the same as the median age for the state's total population. In 1970 the median age for the rural population was 26.1; the median for the total population, 26.3. In 1980 the median age for the rural population was 29.0; the median for the total population, 28.9. (See Regional Report, Table 18.)

Children have been a somewhat larger percentage of the rural population. In 197 children composed 39% of the rural population, compared to 37% in the state. By 1980, children composed 33% of the rural population and 30% of the state. (See Regional Report, Table 19.)

The percentage of children in the rural population has fallen just as it has in the state as a whole. The percentage of children in the rural population fell by 6.6% between 1970 and 1980; the change in the state was 7%. (See Regional Report, Table 19.)

Family Structure in Rural Areas

Of the 1,300,000 families in the state with children under age 18, 31% lived in rural areas in 1980. This percentage reflects closely the general population living in rural areas. (See Regional Report, Table 20.)

The rural families were more likely to have two parents in the family. Eighty-nine percent of rural families with children were headed by married couples. This was the lowest percentage for the seven states in the Region. About 9% of the rural families with children had single females as heads-of-household. Another 2% had other family situations. (See Regional Report, Table 20.)

Rural Poverty

The percentage of families with children living in poverty is lower in rural areas than in the state as a whole. Approximately 8.9% of the rural families with children live with poverty incomes, compared to 11.6% statewide. (See Regional Report, Table 21.)

The percentage of families with children living in poverty is much higher for farm families. Twelve percent of the farm families with children were living with poverty incomes in 1980. (See Regional Report, Table 21.)

Single parents in poverty. In 1980, 36% of the rural single women with children had incomes under the poverty level. The percentage of single mothers in poverty was lower for the farm population, approximately 20%. (See Regional Report, Table 22.)

Children in poverty. Michigan is somewhat typical of most states in the Region for rural children in poverty. Approximately 10% of Michigan's rural children live in families whose incomes are under the poverty level. The proportion of children in poverty was larger for small towns at 13%; that was the largest percentage of poor children in small towns. Children on farms had a higher poverty level than those in small towns in Michigan. Approximately 15% of the children who lived on rural farms were living under the poverty level in 1980. However, when farm children in Michigan are compared with the farm children of other states in the Region, Michigan does best, with the second lowest percentages of poverty. (See Regional Report, Table 23.)

When the school age group was considered--ages 5 to 17--the percentages did not drop for the total rural areas, but did decrease one percent for small town and farm groups. The poverty numbers are generally the same for both school age and preschool children. (See Regional Report, Tables 23 and 24.)

Educational Attainment in Rural Areas

By 1980, the total population was somewhat more educated than the rural population. In 1970 the attainment rates for the total population and the rural population were fairly similar, with only a .9% difference. By 1980, both populations had increased in educational attainment, but a gap appeared between the two groups. The total population gained 5% more than the rural population did. (See Regional Report, Table 25.)

The proportion of the rural population over age 25 who had finished a high school education increased between 1970 and 1980 by over 15%. In 1970 Michigan had 48% rural graduates. By 1980, Michigan had 63% rural graduates. The rural population gained somewhat less than the total population in graduation level. (See Regional Report, Tables 25 and 26.)

Demographics of the Urban Population

Urban Population

In 1980 approximately 23% of the population of Michigan lived in central cities within SMSAs as classified by the Census. This represents 2,161,581 people living in central cities. In 1980 Michigan had the third lowest percent of central city population (23%) and the third largest population count (2,162,000) in central cities in the Region. By comparison, in 1970 Michigan had an even higher percentage (28%) and higher count (2,468,000) in central cities. Just as most states in the Region, overall Michigan lost central city population from 1970 to 1980. Between 1970 and 1980 the central city population decreased by 4.6% of the state's total population. (See Regional Report, Table 27.)

There are 26 cities with populations over 50,000 in Michigan. Detroit is easily the largest, with an estimated 1987 population of well over one million. Many of the large cities in the state have experienced population declines because of outmigration, while others have had small amounts of growth (See Table MI-1).

Ethnic Minorities in Urban Areas

Most of Michigan's ethnic minorities are located in the cities. The ethnic breakdown of the central cities is white, 53%; black, 45%; Hispanic, 3%; and Indian and Asian, each less than 1%. Michigan has the highest percentage of black urban population in the Region. (See Regional Report, Table 28.)

Age Trends in Urban Areas

The 1980 median age for the central city populations in Michigan was almost 28 years. This is 1.1 years lower than the total state population. Between 1970 and 1980, the median age for central cities showed no increase. (See Regional Report, Table 29.)

Between 1970 and 1980, the age distribution in Michigan changed in the same pattern as in other states in the Region. The percentage of children under age 18 fell from 33% in 1970 to 29% in 1980. That was a drop of 4%. The adult populations increased in turn,

Table MI-1. Michigan Cities With Populations Over 50,000

City	Population in 1980	Population in 1987
Detroit	1,203,339	1,082,200
Clinton Twp. (Det.)		76,600
Waterford (Detroit)		64,900
Redford Twp. (Det.)		56,300
Grand Rapids	181,843	191,200
Warren	161,134	151,700
Flint	159,611	147,700
Lansing	130,414	130,700
Sterling Heights	108,999	112,800
Ann Arbor	107,966	108,900
Livonia	104,814	100,300
Dearborn	90,660	86,100
Westland	84,603	80,900
Kalamazoo	79,722	77,700
Taylor	77,568	72,200
Saginaw	77,508	73,300
Pontiac	76,715	71,400
Saint Clair Shores	76,210	72,800
Southfield	75,568	73,200
Royal Oak	70,893	66,700
Dearborn Heights	67,706	61,800
Troy	67,102	68,000
Wyoming	59,616	63,500
Farmington Hills	58,056	65,800
Roseville	54,311	52,000
East Lansing	51,392	48,000

Source: U.S. Census, 1980; McNally, 1989.

with adults 18 to 64 years of age increasing from 56% to 59%. The retirement age adult group stayed about the same at 11%. (See Regional Report, Table 30.)

Family Structure in Urban Areas

Approximately 22% of all Michigan's families with dependent children lived in the central cities in 1980. The families in Michigan's central cities have a striking profile, particularly when compared with other states in the Region. Families in central cities are much less likely to have a married couple at the head of the family. Michigan has the lowest percentage of central city families headed by couples in the Region--60% and the highest percentage of households headed by females--.37%. Three percent of the families were headed by another relative. (See Regional Report, Table 31.)

Of the 251,300 single mothers in Michigan listed on the 1980 U.S. Census, over 76% lived in urbanized areas. Moreover, the single parents are very likely to live in the central cities. Forty-five percent of the mothers alone with children live in the central cities in the state. (See Regional Report, Table 32.)

Urban Poverty

In the central cities of Michigan, there were almost 301,000 families with children in 1980. Of these families, 72,000 were living with poverty incomes in 1980, or just over 24% of the central city family population. This is the highest central city poverty rate in the Region, higher even than the percentage for the entire state. (See Regional Report, Table 33.)

Detroit had over 9% of its population classified as AFDC recipients. The 1980 AFDC rate per 1,000 population for Detroit was 93.7. (See Regional Report, Table 34.)

Single mothers in poverty. More than two-fifths of the women in Michigan with children (no spouse present) were living with poverty incomes in 1980. Approximately 41% of the women in all urban areas and 49% of the women in the central cities were living in poverty. Michigan had the third highest percentages in the Region for single mothers living in poverty. (See Regional Report, Table 35.)

Children in poverty. Urban areas in Michigan have the third highest poverty rate for children in the Region. Central cities have the highest rate. Approximately 15% of the children in urbanized areas were living in poverty in 1980: 28% of the children lived in the central cities. This is considerably higher than the proportion of poverty for children in the state as a whole--13%. It is also the highest rate of childhood poverty in the Region. (See Regional Report, Table 36.)

For the largest city in Michigan, Detroit, there was a child population of 357,399 in 1980. Of those children, 32% lived with poverty incomes. That is the highest percentage for any of the thirteen largest cities in the Region. In Detroit three-fourths of the poor children were living in poverty areas, and were therefore very concentrated in the city as a group. (See Regional Report, Table 37.)

Children living with single mothers are much more likely to be living in poverty conditions than are children from families with two adult caretakers. In Detroit, 57% of the children with single mothers were living in poverty in 1979. This is much higher than the poverty level for all children in Detroit. (See Regional Report, Table 38.)

Ethnic groups in poverty. In Detroit the ethnic minority groups suffer a disproportionate amount of poverty. Only 13% of the white central city population was living in poverty in 1980. The percentages of minorities in poverty were much higher: black, 27%; American Indian, 26%; Hispanic 24%; and Asian, 20%. Ethnic minorities are also more likely to live in the poverty areas, especially when they have a poverty income themselves. (See Regional Report, Table 39.)

Educational Attainment in Urban Areas

Educational attainment, for central city adults over age 25, has risen over the years, with improved availability of education and attrition of the older, less educated population. From 1970 to 1980, the central city attainment rates for Michigan's cities increased over 13%. At 46% in 1970, Michigan was tied for second lowest central city attainment rates in the Region. It was still second lowest in 1980 (60%). (See Regional Report, Table 40.)

There are usually fewer adults in the central cities than there are in the total state who have completed a high school education. Adults in the central cities of Michigan follow that pattern. (See Regional Report, Table 40.) The difference between central cities and other areas in Michigan has increased, between 1970 and 1980. In 1970 the central cities had a 2% lower attainment rate than the state; in 1980 they had a 8% lower rate. (See Regional Report, Table 40.)

In 1980 it was estimated that 55% of Detroit's population over the age of 25 had completed a high school degree. By ethnicity, 54% of the white population had completed high school, 55% of the black, and 41% of those of Spanish origin. (See Regional Report, Table 41.)

Economy in Michigan

Economic Activities

Michigan has the third highest total gross product in the Region. In 1984 the earnings totaled $82,365 million. About 44% of the state gross income comes from goods production: 40% from manufacturing, 4% from mining and construction. As the state image portrays, it is a leading producer of transportation equipment. Detroit is the leader in the state, followed by Battle Creek, Flint, Grand Rapids, Lansing, Livonia, Pontiac, Saginaw, and Warren. The state also produces non-electrical machinery, fabricated metal products, chemicals, and primary metals. Most of the manufacturing is done in the metropolitan areas. Petroleum is its most profitable mineral extracted in the state, followed by iron, natural gas, and copper.

Over 55% of Michigan's gross product comes from services and related areas: services, 18%; government, 14%; retail trade, 9%; finance, insurance and real estate, 4%; and other services, 11%.

Agriculture accounts for only 1% of the gross state product. Farmland, however, covers about 30% of the state's land area. Most farming is done in the southern half of the Lower Peninsula. Milk products are important, and Michigan is a leading producer. The southern part of the state is a national leader in fruit production, producing apples, blueberries, cantaloupes, cherries, grapes, peaches, pears, plums and prunes, and strawberries. Vegetables are also grown, such as asparagus and carrots. Large quantities of celery are grown in the southwest. Grain such as alfalfa, corn, and hay are also grown, primarily as feed for livestock. (See Regional Report, Table 42.)

Personal and Household Income

In 1979 the median household income in Michigan was second highest in the Region at $19,223. The earning power of people in Michigan, as well as the other states in the Region, dropped during the first half of the 80s. From 1979 to 1985 the per capita median income, in constant 1985 dollars, dropped from $11,394 to $10,902. (See Regional Report, Table 43.)

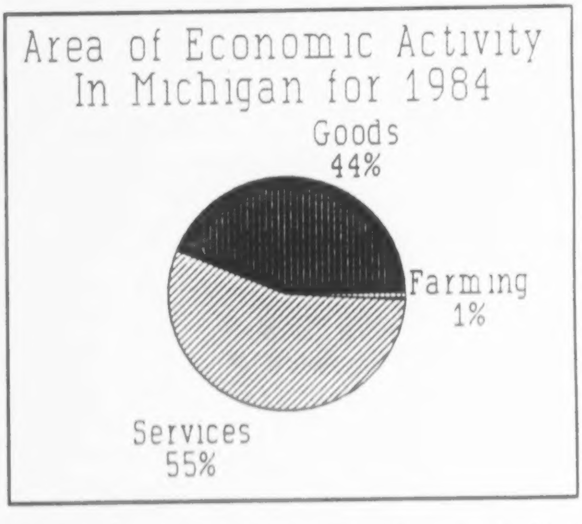

Figure 5. State economic activity (See Regional Report, Table 42.)

Unemployment

Michigan has been hard hit by the unemployment trends of the 80s. In 1970 the unemployment rate was listed at 5.9%. In 1980 it was 15.5%. By 1986, the unemployment rate had lowered to 8.8%. In all three years Michigan had the highest unemployment rate of any state in the Region. (See Regional Report, Table 44.)

Economy in Rural Michigan

Rural Economic Activities

Economic sector dependency in rural areas. Twenty-four of Michigan's 62 non-metro counties are dependent on manufacturing. Seventeen of the non-metro counties meet the minimum requirement for sector dependency on government. Four of the non-metro counties are dependent on mining. Two are dependent on agriculture. Thirteen of the non-metro counties are dependent on miscellaneous activities. (See Regional Report, Table 45.)

Rural Unemployment

The unemployment rate in non-metro Michigan in 1983 was 17.1%. By 1987, it had fallen to 10.6%. That was a 38% rate of change from 1983 to 1987. Michigan's rural unemployment went from the highest to the second highest in the Region for this time period. (See Regional Report, Table 46.)

Economy in Urban Michigan

Median Household Income

The median household income in 1987 for Detroit was much lower than the state median income. Detroit's median income was $19,225; the state average was $27,073. (See Regional Report, Table 47.) The following table gives median household incomes for the cities with a population of over 100,000.

Table MI-2. Per Capita and Median Household Incomes of Largest Michigan Cities in 1987

City	Per Capita Income 1987	Median Household Income 1987
Ann Arbor	$14,124	$25,316
Detroit	$10,244	$19,225
Flint	$10,403	$21,114
Grand Rapids	$12,131	$23,319
Lansing	$13,390	$26,603
Livonia	$15,232	$40,139
Sterling Heights	$12,496	$32,932
Warren	$12,258	$28,460

Source: McNally, 1989.

Economy in Detroit

Detroit has done well in recovering from the recession of the early 80s. Its unemployment rate is lower than that of the state, averaging 4.7% a year. Several growth factors have been positive for Detroit. Many industries have added jobs and housing starts are up, as well as non-residential building. The city's excellent location, with transportation and availability of a large portion of the country's largest markets, give Detroit many advantages.

The city has declined in population, while its suburbs have grown. It is also growing older, as families with young children and youth leave the city and the retired residents remain.

Education in Michigan

Student Population

Enrollment. Enrollment in Michigan's schools was over 1.8 million in 1981. The enrollment has fallen since then, in a pattern consistent with most of the Region. Enrollment fell to 1,606,344 in 1987. It dropped again to 1,555,369 in the current 1989-90 school year. (See Regional Report, Table 48.) In 1988-89 Michigan had 524 K-12 districts, as well as 38 others which are K-8 (Michigan Board, 1989).

Age trends. The trend downward in enrollment has been tempered in the past few years by small enrollment increases in the lower elementary grades. The number of children enrolled in the early elementary grades has been increasing in recent years by an average of about 5,000 students per year; higher increases were observed in kindergarten and the first grade than between the other grades. In kindergarten in 1987 there were about 139,600 students. That same year there were about 126,400 first graders, 118,600 second graders, 114,800 third graders, 110,300 fourth graders, and 107,800 fifth graders. (See Regional Report, Tables 48 and 49.)

Ethnic groups. Michigan has the second highest percentage of minority students in the Region. In 1987, 22% of all public school students were members of a minority group. Most of these students, 18%, were black. Approximately 2% of the students were Hispanic, 1% were Asian, and only .9% were American Indian. (See Regional Report, Table 51.)

Limited English Proficiency. Michigan is working on a program which will fund students after the standard three years. Students will qualify for such funding when they still score below 40% on the exam after three years of ESL training. It has been approved by the State Board and is up for approval with the state. (It will be Section 42 of the Statutes.)

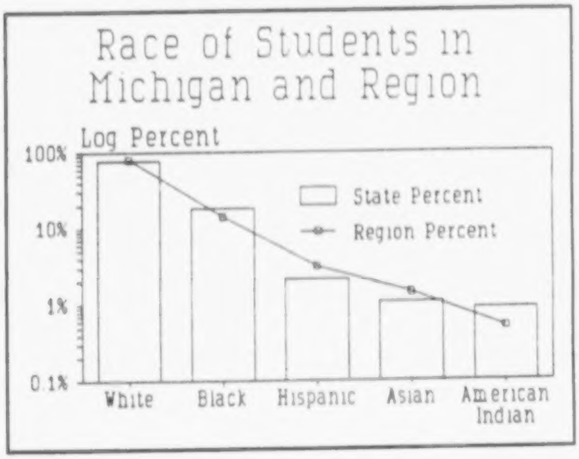

Figure 6. State versus Region student ethnic groups (NOTE: Percent shown on a log scale to better display smaller percentages; see Regional Report, Table 51.)

Chapter 1 and financial need. In Michigan, for the 1988-89 school year, approximately 150,800 children were served by Chapter 1. This is based on a formula count for financial need of about 267,600 students. (See Regional Report, Table 52.)

Free school lunch. In Michigan during 1987 about 18% of the students received free school lunch. Michigan ranks in the middle of the Region on percent receiving free school lunch. (Regional Report, Table 53.)

Teaching Staff

Numbers. Michigan employed 80,081 teachers in 1987. The teachers composed 47% of the total staff. That percentage is the lowest of the states in the Region. (See Regional Report, Table 54.) In 1988-89 they reported 81,560 teachers, 10,145 teacher's aides and other classroom support, and 73,147 support and administration personnel (Michigan Board, 1989).

Student-teacher ratio. The student-teacher ratio in Michigan in 1987-88 school year was the highest in the Region, at one teacher for each 20 students. Hodgkinson (1989) placed the student-teacher ratio for 1987-88 at just under 22 to 1. The ratio of total staff, including administration and special services as well as teachers, is next to the lowest in the Region, at 9.4. (See Regional Report, Table 54.)

School Buildings

Numbers. Michigan was third in the Region for the number of educational buildings operating in the 1987-88 school year. There were 3,619 school buildings at that time. (See Regional Report, Table 55.)

Size. Michigan schools are average in size for the Region. The mean enrollment for Michigan schools in 1987-88 was 436. The median enrollment was 388. (See Regional Report, Table 56.)

About half of the schools in Michigan had from 101 to 500 students. The most common school size was 301 to 500 students for 1987-88: 1,293 schools in Michigan were in this category. The next most common category was schools with 101 to 300 students: 747 schools fit in this group. About 30% of the schools were larger than 500 students per school. About 13% were smaller than 101 students. (See Regional Report, Table 57.)

Age of buildings. The 1989 Governors' Report gives a count of the instructional buildings in the states. That list indicates that Michigan had a total of 3,630 schools in 1987.

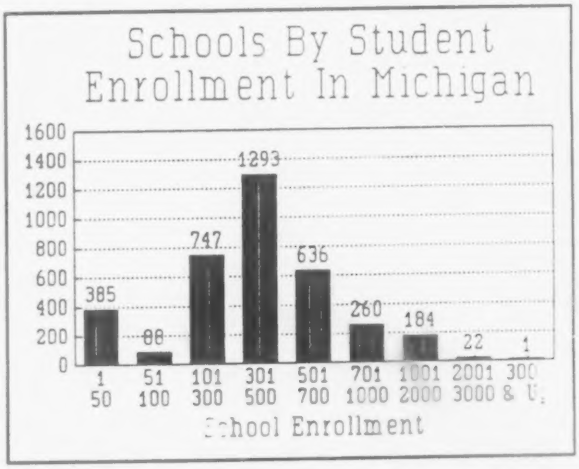

Figure 7. School enrollment s
(See Regional Report, Table 57.

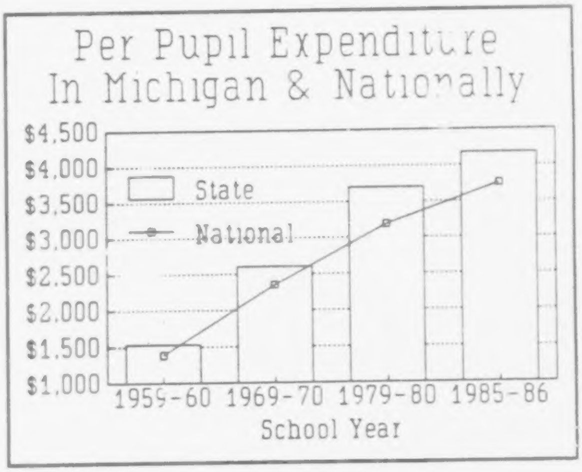

Figure 8. Per pupil expenditures in state and nation (See Regional Report, Table 59.)

Twenty-five buildings were erected before the turn of the century. The largest number of buildings was constructed between 1960 and 1969. As enrollment has declined, building has slowed. From 1980 to 1988 only 50 schools were built in the state. (See Regional Report, Table 58.)

School Finance

Costs per pupil. Michigan has moved from third place in the Region to first place for expenditures per pupil. Based on average daily attendance, in the 1959-60 school year Michigan spent $1,537 per pupil. It was the third highest state in the Region in per pupil spending. In 1969-70 it was the second highest at $2,604. In 1979-80 and 1985-86 Michigan was highest in the Region on per pupil expenditures. In 1979-80 they expended $3,701 per pupil; in 1985-86, $4,176 per pupil. (See Regional Report, Table 59.) In 1988 Michigan spent $4,122 per pupil (Hodgkinson, 1989).

Sources of revenue. Michigan receives 59% of its school funds from local funding sources. State sources supply 35%. The remaining 6% is supplied by the federal government. (See Regional Report, Table 60.)

Expenditure categories. Somewhat over half of 1984-85 school expenditures in Michigan, 56.8%, were used for direct instructional purposes. This places Michigan in last place in the Region on expenditures for direct instruction. Michigan spends 41% of its educational dollars on support services. About 2% of educational expenditures are for non-instructional expenses. (See Regional Report, Table 61.)

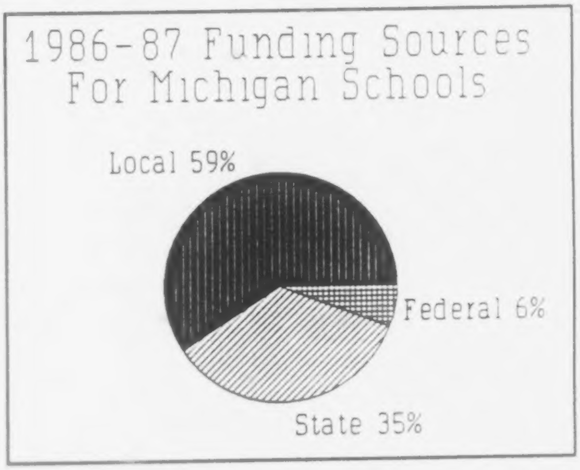

Figure 9. State school funding sources (See Regional Report, Table 60.)

Education for Rural Students

Rural Student Population

Enrollment. In 1987-88 approximately 14% of the students in Michigan lived in rural areas. That figure classifies Michigan as being next to lowest in the Region in percent of rural students. (See Regional Report, Table 62.)

Ethnic groups. While 22% of the students in the state are members of a minority, just under 6% of the rural students are classified as members of a minority group (Common Core, 1987-88). The few minority students are most likely to be Hispanic, 2.0%;, black, 1.6%; or American Indian, 1.6%. There are few Asian students in rural areas, .6%. (See Regional Report, Table 63.)

School Buildings

Numbers. In the 1987-88 school year, 19% of the schools in Michigan were located in rural areas. This is roughly proportional to the number of rural students in the state. (See Regional Report, Table 66.)

Size. Compared with numbers for the total state, rural schools are smaller. The average school in a rural location of Michigan houses 332 students. The median school in a rural location has 317 students. The average number of students enrolled in rural schools is smaller than the state average by 104 students. The median of rural schools is smaller than the state median by 71 students. (See Regional Report, Table 67.)

About two-thirds of the rural schools have enrollments of between 101 and 500 students. The remaining one-third is split: 14% of the schools are smaller, 18% are larger. (See Regional Report, Table 68.)

Education for Urban Students

Urban Student Population

The following urban descriptions have been taken from the Common Core of Data for the 1987-88 school year. The information for cities over 400,000, and for mid-sized cities, under 400,000, was used to present a picture of the urban school population.

Enrollment. In Michigan about 400,000 students were identified as going to school in very urban areas. That number represents one-fourth of the students in Michigan, 25%. Michigan ranked sixth in the Region for the percentage of urban students. (See Regional Report, Table 69.)

Ethnic groups. About two-thirds of the urban students in Michigan are members of minority groups. The urban schools of Michigan have a 38% white enrollment. The minority breakdown indicates that blacks make up most of Michigan's minority students. About 57% of the students were black, over 4% were Hispanic, .9% were Asian, and .7% were American Indian. (See Regional Report, Table 70.)

Chapter 1 and financial need. In Detroit 59,000 students were served by Chapter 1. The poverty figures used for making Chapter 1 funding decisions in these cities totaled over 85,000 students in financial need. (See Regional Report, Table 71.)

School Buildings

Numbers. Michigan has 801 schools located in urban areas. That number represents 22% of the entire network of schools in the state. Only one other state in the Region has a higher percentage of urban schools in the state. A total of 268 schools are in very urban areas. This is just over 7% of the total schools in the state. (See Regional Report, Table 74.)

Size. In Michigan urban schools are somewhat larger than the average schools. The mean enrollment in urban schools was 500 in 1987, compared to the general state average of 436; the urban schools had an average of 64 more students. The median number of students in an urban school was 403, compared to the state median of 388, a difference of 15 students. (See Regional Report, Table 75.)

The distribution of schools according to enrollment is more dispersed. Almost one-third of the urban schools house between 301 and 500 students. The numbers drop off in each direction, with one-third being smaller, and one-third being larger. Michigan has 14 schools with enrollments of between 2,001 and 3,000. Four schools have enrollments of more than 3,001 students. (See Regional Report, Table 76.)

Rural and Urban Issues in State School Planning

The state of Michigan has taken several positive actions to initiate education reforms in the state. The state has a $1 million program in place for school improvement, that is, finding ways to improve the present educational practices. They have another $1 million in place for restructuring. In the restructuring effort they are examining the overall picture of education in the state in an effort to see whether they need to do different things altogether. They have implemented a large program in early childhood education.

Several areas of improvement have been stressed in the state. They are working to keep class size under 20 or 25. A quality program has been installed. The Quality Package is concerned with four issues: accreditation, school improvement, core curriculum, and the employability schools assessment. The state mounted a two-year study of the skills of its graduating high school students. They are interested in determining how employable students are, without additional training, when they leave the public schools. This study has been in place for two years. It will be pilot-tested in the 1990-91 school year and will be put in place with any changes in the 1991-92 school year.

An incentive grant has been established to reward the districts for their improvement. From a $5 million grant the state will make awards to school buildings for making improvements. The awards are made to the individual buildings; however, they are given to the districts to disburse. The staffs at the awarded buildings may choose where the money will be spent in order to support further improvement. They have complete freedom. It is not likely to be spent in salaries, however, since salaries are usually ongoing and this is a one-year award.

By state law Michigan cannot mandate action in education without paying for those actions completely. In lieu of that approach, the state has offered incentives to reward improvement in education. If improvement is demonstrated in all of the areas, they pay the district $30 per student to do with as they will.

State personnel do not usually divide districts or schools according to their rural or urban characteristics. They plan programs for the state in general and then consider dissemination problems in both areas. The rural population in the state is widely dispersed and much smaller than the urban population. These characteristics indicate that rural issues are easily overlooked, and also that they require special attention and problem solving. Urban populations, likewise, have special challenges with minority groups and large schools.

Michigan has no programs targeted specifically at the rural and urban populations. There is grant money available for feasibility studies, however. The State Office is currently establishing a rural focus, and as part of that effort is mounting a program for urban needs. They are planning a policy seminar on rural issues. They are also introducing issues of consolidation and annexation in Senate Bill 570; the bill will limit busing to one hour for one way of travel. A state panel will determine how the number of districts will be reduced.

In years past the Upper Peninsula Office has essentially acted as a rural office. Because of the very rural, even isolated, nature of most of the Peninsula this office has served the special needs of the northern districts.

The state is interested in two-way, interactive distance instruction. It would be used primarily for rural areas, but it would be useful in the Detroit area also because of personnel limitations. In rural areas there is a need for instruction in second- and third-year math and science, and foreign languages. The distance learning programs have usually been focused on these pre-college courses. The state is beginning to look at the needs of the at-risk students and ways in which they might be served by distance learning.

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MINNESOTA

Minnesota is the second most rural state in the North Central Region. It is a popular tourist location, with its grand forests and numerous lakes. Most of its population is located in the few urban areas, particularly the Twin Cities of Minneapolis and St. Paul. The people of Minnesota earn their incomes primarily from the service industries, goods, agriculture, and mining. Minnesota school enrollment is sixth in the region for size, and half of the school buildings are located in rural locations.

The following report discusses the demographics of the state, and then the demographics for the rural and urban populations specifically. It discusses the economy in the state, particularly as it relates to the rural and urban populations. Finally, information regarding the educational context is presented for the state and rural and urban areas in particular.

Topography

Minnesota is, geographically, the largest state in the NCREL Region. The northern part of it is very rugged and is an extended part of Canada. Called the Superior Upland, this area is the most rugged and isolated part of the state. The soil there has been deposited over hard rock, which even the glaciers were unable to weather. The Superior Upland is the depository of the state's iron.

The western and central parts of the state are noted for their gently rolling farmlands and fertile soil. These parts of the state also have spotty areas of rock and sand, called Moraines, which are not as well suited to farming.

A small section in the southwest, called the Dissected Till Plains, is topped with sar gravel, and clay, and is dissected by streams. Some of it is suitable for farming. On th opposite side of the state, the southeast corner, called the Driftless Area, is flat--particularly on the west--and has deep river valleys.

Minnesota is noted for its many lakes, perhaps as many as 22,000. Forests cover one-third of the state. They can be beautiful, with a great variety of berries and wildflowers. Wildlife of all kinds is found throughout the state.

Demographics of the State Population

Population

Minnesota is a combination of very rural, barely inhabited lands, and very urban population centers. Two-thirds of the population live in the metropolitan areas. With one exception, the large cities are located in the southern and southeastern parts of the state. The population is so concentrated in that area that almost half of the total population live in the Minneapolis-St. Paul metropolitan area. The exception is Duluth in the northeast. Moorhead, to the northwest, is not large by itself, but it is part of the Fargo-Moorhead urban area.

The northern and western parts of the state are very rural. In fact, most of the state is extremely rural as demonstrated by the agricultural and lumber activities of the state.

At the time of the last Census, Minnesota reported a population of 4,075,970. Typical of the Region, Minnesota lost population to outmigration between 1980 and 1986. Its outmigration losses, however, were the lowest in the Region, at 72,000. Low outmigration rates, together with a large number of births, resulted in a net gain for the state of 138,000. This was a relatively small gain, but it was the biggest net gain in the Region for this period. The population estimates for 1986, given in the most recent County and City Data Book, list Minnesota with 4,214,000 people. Estimates for the next year, 1987, list Minnesota with 4,246,000--another net gain, but a very small one. (See Regional Report, Tables 1 and 2.)

Population Density

With the vast areas of Minnesota being covered with forest and large farm fields, it is not surprising that the density per square mile in the state is very low. In fact, it is sixth in the Region, with 53.4 persons per square mile. (See Regional Report, Table 3.)

Ethnic Groups

When the first white explorers came to the area, they found that it was settled by the Sioux Indians. The Sioux were later forced to the southern part of the state by the Chippewa Indians from New York, and the two tribes remained enemies for years.

The first white settlers in Minnesota came from the east and northeast of the U.S., principally from the state of Maine. Minnesota was slow in development compared to many states: before 1850, the population was estimated at only 5,000. After 1850, a large number of immigrants to the state came from Scandinavia. Many of the early settlers came in search of work in the lumber trade. In the 1880s more settlers, primarily Finnish and Slavic, arrived to work in the iron mines in the northern part of the state. Around the turn of the century, the packing plants of Minneapolis and St. Paul drew workers who had immigrated from Poland, Lithuania, and the Balkans. Settlers to the state also came from Austria, Canada, Great Britain, Ireland, and Russia.

Because of its history, today Minnesota has a very small non-white population. It has a large white population (96.7) and a very small percentage of blacks: 1.28% of the population in 1980. Approximately .90% of the population was American Indian that year. While that is a small percentage, it is nevertheless the largest percentage of American Indian citizens of any of the states in the Region. Minnesota also has a small number of Asian and Hispanic residents, .79% in both cases. (See Regional Report, Table 4.)

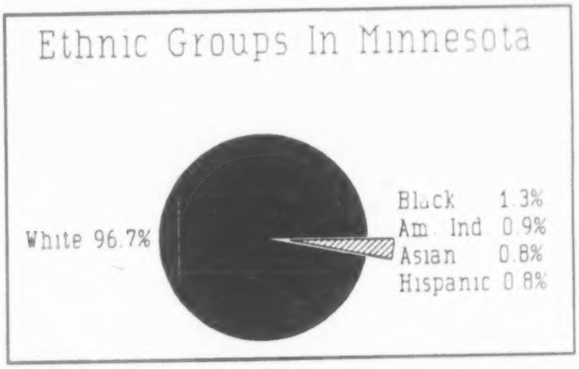

Figure 1. State ethnic group percentages (See Regional Report, Table 4.)

Population projections indicate that the black population will increase in Minnesota, although by the year 2000 it is still expected to be under 2%. (See Regional Report, Table 5.)

Age Trends

The median age in Minnesota was average for the Region. The median age for Minnesota in 1980 was 29.3 years. That was an increase of 2.5 years over the previous decade. (See Regional Report, Table 6.)

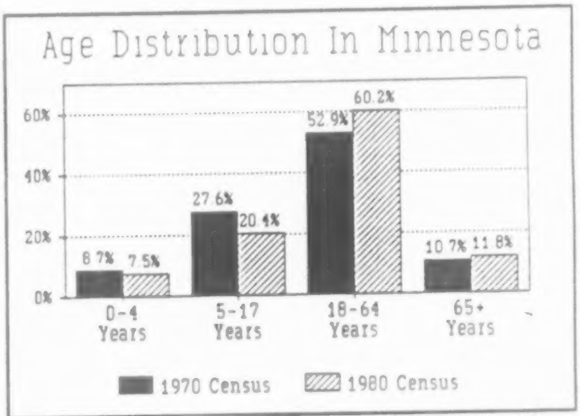

Figure 2. State age distribution (See Regional Report, Table 7.)

The increase in median age is a reflection of the change in age groups in the nation and the Region. Typical of the other states in the Region, Minnesota's children became a smaller percentage of the population between 1970 and 1980. Minnesota had proportionately fewer children in 1980 than it had in previous years. In 1970, 36.3% of the state's population were children under 18 years of age. By 1980, approximately 27.9% of the population were children, a drop of 8%. (See Regional Report, Table 7.)

Also typical were the corresponding increases in the percentages of the adult populations. Minnesota had the biggest increase in the 18 to 64 age group, 7.3 years over the decade. The percentage increased from 52.9% to 60.2%. The retired group increased slightly from 10.7% to 11.8%. (See Regional Report, Table 7.)

Family Structure

In 1980 Minnesota had 1,445,222 households. By 1985, the number of households was approximated at 1,546,000. Minnesota had the greatest percentage increase in the number of households in the Region, 7% in the last five years. Minnesota had an average household size of 2.74 in 1980. Only five years later, estimates put it at 2.63. That change dropped the state to the lowest average size in the Region. (See Regional Report, Table 8.)

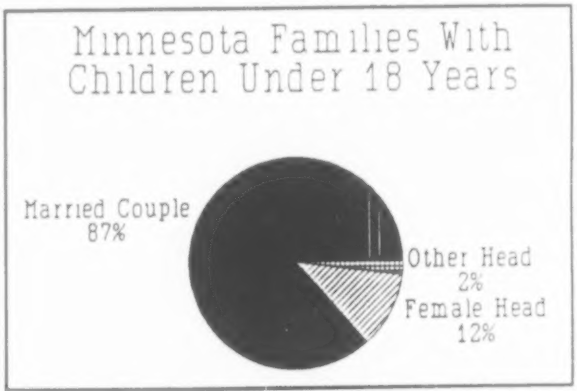

Figure 3. Head of household for families with under 18 age children (See Regional Report, Table 9.)

In 1980 there were 1,043,532 families in Minnesota. More than half of the families, 567,118, or 54.3%, had children under the age of 18. A large majority of these families with children under age 18, 86.5%, were headed by married couples, placing the state second in the Region for married-couple families. Another 11.5% of the families were headed by females who had no spouse present. In terms of numbers, 65,126 families with children in Minnesota were headed by females. About 2.0% of the households with children have another head of household--a father or other relative. (See Regional Report, Table 9.)

Poverty

In 1970 approximately 8.3% of the families of Minnesota were living with incomes below poverty. Ten years later, the poverty rate declined to 7.0%. At that time, approximately 9.5% of all individuals in the state were living in poverty. (See Regional Report, Table 10.)

Single parents in poverty. Minnesota had 68,128 women who were heads of their households in 1980. Of that number, 21,694, or 32%, were living with incomes below the poverty level. (See Regional Report, Table 11.) Minnesota had the smallest percentage of single mothers and their families in poverty in the Region.

Children in poverty. In 1980, 117,967 children under age 18, approximately 10.2%, in Minnesota were living in poverty. Of this number, 80,614, or 9%, were between the ages of 5 and 17. These percentages were the lowest in the Region. (See Regional Report, Table 12.)

Educational Attainment

In 1980 Minnesota led the Region with the highest percentage of people over age 25 who had received high school degrees. Approximately 73.1% of this segment of the population had finished high school. Minnesota also had the highest reported improvement of completion percentages between 1970 and 1980. (See Regional Report, Table 13.)

Dropout rate. In 1980 the total dropout rate for all four years of high school in Minnesota was 21.4%. For the four years of high school, ninth through twelfth grade, the dropout rates were 2.3%, 6.6%, 7.7%, and 7.2%, respectively. The highest dropout percentages were seen in the eleventh grade, consistent with other findings (Catterall, 1988b).

Graduation rate. Minnesota has led the Region for many years in the reported percentages of students graduating from high school. Between 1972 and 1984, the graduation rates went from 92%, down to 85%, and then back up to 96%. This pattern of a dip in 1980, followed by a resumption to 1972 figures was common across all of the states in the Region. (See Regional Report, Table 15.)

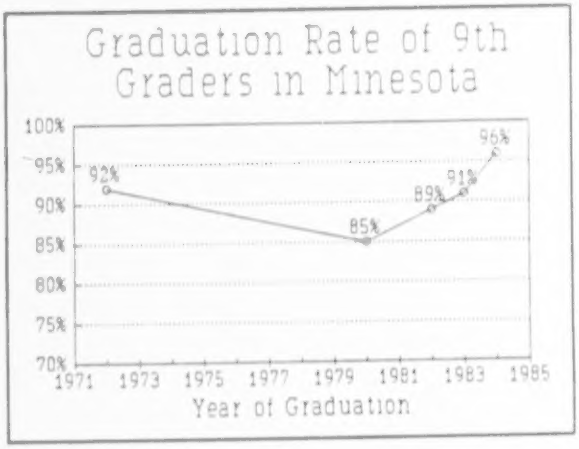

Figure 4. State high school graduation rate (See Regional Report, Table 15.)

Demographics of the Rural Population

Rural Population

In 1970 one-third of the state's population were designated as rural. At that time, the rural percentage placed Minnesota in the position of median state for the Region. By 1980, its rural population declined only slightly (.5%), and Minnesota's position in a ranking of the states remained the same. (See Regional Report, Table 16.)

Ethnic Groups in Rural Areas

The rural population in 1980 numbered just over 1,350,330 citizens. Almost all of that population, 98.5%, were white. The next largest group was American Indian, with 14,750 (1%). In fact, Minnesota had the largest American Indian population in the rural areas of the Region. Only 862 (.1%) persons in rural areas were black. Another 3,319 (.2%) residents in that year were Asian or Pacific Islanders. Of these numbers, 4,615 (.3%) were listed as being of Spanish origin. (See Regional Report, Table 17.)

Age Trends in Rural Areas

The rural population of Minnesota became somewhat older between 1970 and 1980. In 1970 the median age was 28.1 for the rural population. In 1980 the median age was 29.7. In both cases, the rural population was somewhat older than the total population. (See Regional Report, Table 18.)

From 1970 to 1980, however, the difference between the rural and total populations diminished, from a 1.3-year difference to a .4 year difference. In 1970 the median age for the rural population was 28.1; the median for the total population, 26.8. In 1980 the median age for the rural population was 29.7; the median for the total population, 29.3. The median age of the general population rose, catching up with the rural figures. (See Regional Report, Table 18.)

In spite of its higher median age, the rural population had a slightly higher percentage of children than the state as a whole for both 1970 and 1980. In 1970 children composed 36.4% of the rural population, compared to 39.1% in the state. By 1980, children composed 32.4% of the rural population and 28.4% of the state. The percentage differences were larger for the school-age group and smaller for the preschool group. (See Regional Report, Table 19.)

The percentage of children in the rural population has fallen just as it has in the state as a whole. The percentage of children in the rural population fell by 6.7% between 1970 and 1980; the change in the state was 6.2%. (See Regional Report, Table 19.)

Family Structure in Rural Areas

Of the 567,118 families in the state with children under age 18, one-third lived in rural areas in 1980. This percentage reflects closely the general population living in rural areas. (See Regional Report, Table 20.)

Rural families were more likely to have two parents in the family. Minnesota had the highest percentage for the Region of families which were headed by married couples. Of the rural families with children, 92.6% were headed by married couples. Only 5.5% of the rural families with children had single females as heads-of-household. Another 1.9% had other family situations. (See Regional Report, Table 20.)

Rural Poverty

The percentage of Minnesota families with children and living in poverty is higher in rural areas than in the state as a whole. Approximately 12% of the rural families with children live with poverty incomes, compared to 9% statewide.

The percentage of farm families with children living in poverty is much higher than for either the total families in the state or rural families in general. Over 22% of the farm families with children in Minnesota were living with poverty incomes in 1980. (See Regional Report, Table 21.)

Single parents in poverty. In 1980, 12,018 women with children living in rural areas were heads of their households. Of these women, 4,179 lived with incomes under the poverty level. Therefore, about 35% of the single mothers were heads of families which were living in poverty. There were few single mothers living on farms--less than 700 in the entire state. Of these women, only 202 were living with poverty incomes. The percentage of single mothers in poverty was a little lower for the farm population, approximately 29%. (See Regional Report, Table 22.)

Children in poverty. Minnesota is one of the two lowest ranking states in the Region for percentage of children in poverty--10%. In 1980, 61,068, or 14%, of children under age 18 were living in rural areas in families whose incomes were under the poverty level.

The proportion of children in poverty was less for small towns, only 9%. Children on farms, however, had the highest poverty rates of all. Approximately 25% of the children who lived on rural farms were living under the poverty level in 1980. (See Regional Report, Table 23.) When the school age group was considered, only ages 5 to 17, the percentages did not drop for the total rural or small town groups. The percentage on rural farms dropped only 1%. The poverty numbers are generally the same for both school age and preschool children. (See Regional Report, Table 24.)

Educational Attainment in Rural Areas

The rural populations in the Region usually have smaller percentages of high school graduates than do the total populations. Minnesota, however, has the highest discrepancy between the two. In both 1970 and 1980, Minnesota had the greatest difference in the Region for attainment rates between rural and total populations. In 1980, 60.3% of the adults over 25 living in rural areas had completed at least twelve years of education as compared to 73.1% in the total population, a difference of 12.8%. In 1970 the difference had been 9.4%. (See Regional Report, Table 25.)

Minnesota, like other states in the Region, has been gaining in percent of educational attainment. The proportion of its population over age 25 who had finished a high school education increased between 1970 and 1980 by 16.6%. In 1970 Minnesota had the lowest percentage of rural graduates in the Region, 43.7%. By 1980, the graduation rate improved to 60.3%, but the state still ranked seventh. (The spread between the states was small, just a 7.2% difference between the high and the low.) Even though the rural population increased in the percentage of graduates, it did not show the degree of improvement that the total population did. (See Regional Report, Table 26.)

Demographics of the Urban Population

Urban Population

Two-thirds of the population of Minnesota live in cities of over 2,500, or in areas dependent upon cities, and is therefore classified by the Census as "urban." A little more than one-fifth of the population are located in central cities themselves. (See Regional Report, Table 27.)

There were five cities, Standard Metropolitan Statistical Areas, in Minnesota with populations over 50,000 in 1980. Minneapolis heads the list, with an estimated 370,200 people in 1987; St. Paul is next, with 274,700. Approximately half of the population of the entire state lives in these Twin Cities. All of the other SMSAs are very much smaller. Duluth had an estimated 82,700; Bloomington had 89,300; and Rochester had 59,100. The largest two cities had not changed greatly in population between 1980 and 1987. Duluth, however, lost population while Bloomington gained. Brooklyn Park, a suburb of Minneapolis, became large enough to be the sixth city on the list by 1987 (McNally, 1989).

Ethnic Groups in Central City Areas

Most of Minnesota's ethnic groups are located in the cities. The ethnic breakdown of the central cities is approximately 91.3% white, 4.9% black, 1.6% American Indian, 1.6

Hispanic, and 1.5% Asian. Minnesota ties with Iowa for the smallest percentage of blacks in the central cities. However, it has the highest percentage of American Indians and the second highest percentage of Asians in central cities. (See Regional Report, Table 28.)

Age Trends in Urban Areas

The median age increased between 1970 and 1980 in the central cities of Minnesota. That increase was just under one year (.9), and much smaller than the 2.5-year increase experienced in the state as a whole. It brought the median age of the central city populations to the level of the total population. (See Regional Report, Table 29.)

Like the rest of the Region, Minnesota experienced a shift in the population between 1970 and 1980. The percentage of children, relative to the total population, dropped while the percentages of adults increased. The percentage of children dropped by 7%, from 29.5% to 22.3%. At the same time, the 18- to 64- year-old-group increased by 6.4%. The retirement age group of adults increased by .8%. (See Regional Report, Table 30.)

Family Structure in Urban Areas

Approximately 17% of families with children under 18 were living in Minnesota's central cities in 1980. That was the lowest percentage of any of the central cities in the Region. Minnesota has fewer children living in the central city areas. (See Regional Report, Table 31.)

Almost three-fourths of the families with children in Minnesota's central cities were headed by married couples. That makes the state the third in the Region for married couples. Another 22.6% were lead by women with no spouse present in the home. Finally, 2.8% were headed by another relative. (See Regional Report, Table 31.)

Of the 68,128 single mothers in Minnesota listed on the 1980 U.S. Census, almost two-thirds lived in urbanized areas. One-third of the single mothers with children lived in the central cities. That is a higher proportion than the one-fifth number of total families who lived in the central cities. (See Regional Report, Table 32.)

Urban Poverty

In the central cities of Minnesota, there were 99,092 families with children in 1980. Of these families, 12,436 were living with poverty incomes, or almost 12.5% of the central city family populations. That was the second lowest percentage in the Region, above only Iowa. (See Regional Report, Table 33.)

Minneapolis-St. Paul held the same ranking in the Region for AFDC payments in 1980--second from the bottom among ten city areas. (See Regional Report, Table 34.) Approximately 35.3 persons per 1,000 received Aid to Families with Dependent Children. Only Indianapolis had a smaller number, and several states had double, or nearly double, those numbers. (See Regional Report, Table 34.)

Single parents in poverty. More than one-third of the single women with children were living below poverty level in 1980. Of these women, approximately 30% lived in all urban areas and 37% in the central cities. Even with these numbers, Minnesota has the lowest percentages in the Region for single mothers living in poverty in the central cities. (See Regional Report, Table 35.)

Children in poverty. Central cities in Minnesota have the second lowest poverty rate for children in the Region. Approximately 8% of the children in urbanized areas were living in poverty: 14% of the children lived in the central cities. These figures represent less than half the poverty rate for children in the three industrial states in the Region. (See Regional Report, Table 36.)

Minneapolis and St. Paul have less poverty, and less concentration of poverty in poverty areas, than most of the other large cities in the Region. The cities had child populations of 71,561 and 64,108, respectively, in 1980. Of those children, 18% and 14.4% lived with poverty incomes. Minneapolis has a somewhat higher poverty rate than the state's; St. Paul's rate is the same as the state's. Minneapolis also has more concentrated populations in poverty than does St. Paul. In Minneapolis, almost one-fourth of children of all incomes lived in poverty areas; in St. Paul, only 12% lived in these areas. In Minneapolis, 59% of the city's poor children lived in the poverty areas. In St. Paul, almost 35% lived in those neighborhoods. (See Regional Report, Table 37.)

Compared with the other twelve large cities, Minneapolis had one of the lower percentages of all-income children living in poverty areas and poor children living in poverty neighborhoods. St. Paul had the least poverty, with the lowest percentage of both total children and poor children living in poverty areas. (See Regional Report, Table 37.)

In both Minneapolis and St. Paul approximately 43% of the children with mothers but not fathers in their homes were living in poverty. The difference between the two cities for children with single parents lay in the poverty neighborhoods. Twice as many children with single parents lived in poverty in poverty neighborhoods in Minneapolis (61.1%). In St. Paul, only 28.4% of these children also lived in poverty neighborhoods. (See Regional Report, Table 38.)

Ethnic groups in poverty. Minneapolis has high percentages of poverty among its ethnic minority residents. From 30% to 40% of those populations had poverty incomes in 1980. Approximately three-fourths of these groups also lived in poverty areas of the city. Therefore, the poverty neighborhoods in Minneapolis have high percentages of black

American Indians, and Asians, as well as children from single-parent households. (See Regional Report, Table 39.)

St. Paul has smaller percentages of poverty among blacks and American Indians. Poverty for the Asian population is somewhat higher than in Minneapolis, however. St. Paul also has fewer poverty neighborhoods. The percentages of blacks and American Indians in those neighborhoods are almost half what they are in Minneapolis. Asians, however, are just as likely to be living in the poor areas in St. Paul. (See Regional Report, Table 39.)

Educational Attainment in Urban Areas

Minnesota has had one of the highest percentages of high school graduates in the Region. In 1980 it was estimated that 75% of the population over the age of 25 and living in a central city, had completed a high school degree. (See Regional Report, Table 40.)

In both Minneapolis and St. Paul, three-fourths of the residents over age 25 had completed high school. In both cities, the attainment rate for whites was 9% higher than for blacks. The rate was, in turn, higher for blacks than for those with Hispanic origins. In Minneapolis, by ethnicity, 77% of the white population had completed high school, 68% of the black, and 61% of those of Spanish origin. St. Paul had a similar pattern, but larger percentages in all categories. The rates of attainment in that city were 74% for whites, 68% for blacks, and 53% for those of Hispanic origin. (See Regional Report, Table 41.)

Economy in Minnesota

Economic Activities

Service industries produce 65% of the gross state product. Most of these industries are located in the five largest metropolitan areas. Services of various kinds constitute the largest area of activity at 19%. Other services account for almost 15%. Government activity provides 14% of the product. Retail trade makes up almost 10%, and business activities such as finance, insurance, and real estate make up just over 6% of the state gross product. (See Regional Report, Table 42.)

The production of goods accounts for almost one-third of Minnesota's gross state product. Manufacturing alone provides over 25% of the gross state product. The most profitable manufacturing industries are non-electrical machinery, food products, and fabricated metal products. Mining and construction provide almost 6% of the state product; mining provides about 2% by itself. Minnesota is a major producer of iron ore for the nation, with as much as 70% of the national supply coming from its open pit mines. The state also mines granite and limestone; clay, sand, and gravel are also produced around the state.

Minnesota is one of the three biggest producers of agricultural products in the Region. Agriculture makes up approximately 4% of the gross state product. Livestock and its products, including milk, are responsible for 55% of the income from agriculture. The remaining farm income is from crops--particularly corn--soybeans, and hay, most of which is used for animal feed. The state also produces fruits and vegetables. (See Regional Report, Table 42.)

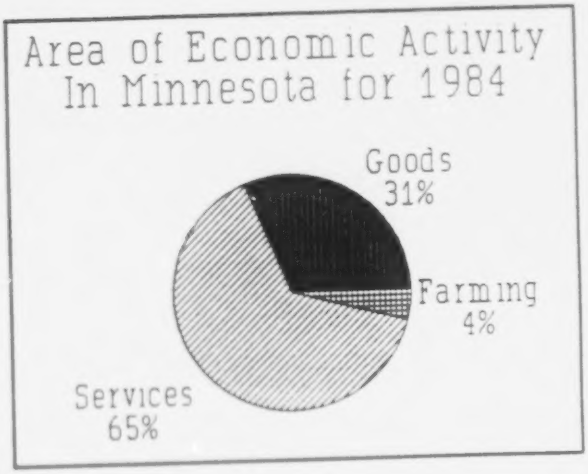

Figure 5. State economic activity (See Regional Report, Table 42.)

Electric power in the state is provided by both electric and nuclear sources. About 55% of the power is provided by hydroelectric plants on the state's rivers. Another 40% are fueled by nuclear energy. The remaining few plants are powered by oil or gas.

Goods are transported around the state by trucks and several train lines. Duluth is a shipping port for the iron ore produced, as well as coal and grain. The combined harbors of Duluth and Superior Wisconsin are the largest freshwater ports in North America.

Personal and Household Income

In 1980 the median household income in the state was third in the Region at $17,761. Although the per capita income for most states in the Region fell during the first half of the 80s, it increased somewhat for Minnesota. From 1979 to 1985 the per capita median income, in constant 1985 dollars, increased slightly from $11,041 to $11,186. (See Regional Report, Table 43.)

Unemployment

Minnesota has been less affected by the unemployment trends of the 80s than have many of the states in the Region. With one exception, the unemployment rates among the Region's states were fairly similar in 1970, from 3.5% to 4.2% (the unusual one was 5.9 in Michigan). Minnesota's rate was the highest in that group of six states, 4.2%. In 1980 it had almost doubled to 7.8%; even at that it was lowest in the Region and was almost half the rate of the highest state. By 1986, the unemployment rate had lowered again to 5.3%, the lowest of all seven states in the Region. (See Regional Report, Table 44.)

Economy in Rural Minnesota

Rural Economic Activities

Forests and mountains in the state are a source of economic production in the state. Iron ore from the mountain ranges in the north provides a base for mining in the state. Manganese is also mined in the state, along with granite, limestone, sandstone, sand and gravel. Lumber has long been important in the state. With its rich soil and rolling fields, Minnesota is a prime producer of agricultural products of many kinds. Livestock and livestock products, notably milk and milk products, lead the list. Hogs and cattle are also important in this group. The rest of the agriculture income results from crops, notably corn, hay, and soybeans.

Economic sector dependency in rural areas. Agriculture is very important in the non-metro counties of Minnesota. Thirty-five of the 72 non-metro counties, almost one-half, fulfilled the basic requirements for being classified as economically "dependent" upon agriculture. Ten of the non-metro counties, 14%, were dependent upon manufacturing, and ten of the counties were dependent upon government. Only two counties were classified as dependent upon mining. Nineteen of the counties, over one-fourth of them, were dependent upon a variety of other activities. (See Regional Report, Table 45.)

Rural Unemployment

In 1984 Minnesota had one of the lower unemployment rates for the Region. The non-metro part of the state had an unemployment rate of 9.8%. Four years later it had fallen 2.8%, to the median rate for the Region, 7.6%. That was a decline of 22.4%. (See Regional Report, Table 46.)

Economy in Urban Minnesota

Most of the large cities in the state are centers for most of the state's manufacturing. Manufacturing in the state is based upon a combination of mining and agriculture, as well as chemicals. The state produces non-electrical machinery, food products, and fabricated metal products. The non-electrical machinery produced is computers, farm machinery, and construction machinery. The list of food products is lead by meat packing. Other food products produced include cake mixes and breakfast cereals, canned vegetables, sugar from beets, and soybean oil. Fabricated metal products include firearms and ammunition and structural metals. Other manufacturing activities in the state include chemicals and related products, as well as electrical machinery and equipment.

Urban Personal and Household Income

The median household income in 1987 for the city of Minneapolis was smaller than the state median income. The median household income for the city was $24,018, compared to the state's $27,803.

The median household income for St. Paul was $26,358; it was the second highest of the medians for the thirteen largest cities in the Region that year. (See Regional Report, Table 47.)

Education in Minnesota

Student Population

Enrollment. Enrollment in Minnesota's schools was almost three-quarters of a million in 1981. The enrollment fell slightly between 1981 and 1987, in a pattern consistent with most of the Region, but has recently risen again. Enrollment fell from 733,741 in 1981 to 721,481 in 1987 (Snyder, 1989). It has increased again to 732,206 in the current 1989-90 school year. (See Regional Report, Table 48.)

Minnesota projections of student enrollment show an increase in enrollment until the end of the decade. The enrollment increase is expected to peak in 1991-92 and 1992-93, with further increases declining in size. At the peak, increases are projected to be 2.2% and 2.1%, respectively. For the last two years the decade, the increases are expected to be only .6% and .1%, respectively. (Minnesota School Finance, 1990)

Age trends. The trend downward has been tempered in the past few years by small enrollment increases in the lower elementary grades. In the early 80s, the children of the baby boomers started school and enrollment increased somewhat. From the total enrollment figures by grade, it appears that enrollment began to increase in 1982 in Minnesota. The greatest increase appeared in 1986, when the entering kindergarten class numbers were up by 3,385. The growth in enrollment slowed the next year. (See Regional Report, Tables 48 and 49.)

Average daily membership and attendance. The average daily attendance has been very stable in Minnesota in the last years. In the 1980-81 school year, the attendance was 94.8%; in 1986-87 the attendance was 95.2%. (See Regional Report, Table 50.)

Ethnic groups. Minnesota typically has the second highest percentage of white students in the Region and the corresponding second lowest percentage of ethnic minority students. In 1987-88, 92% of the students were white and only 8% of all public school students were members of a racial minority group. Approximately 2.83% of these students were black. Approximately 1.00% of the students were Hispanic, 1.63% were American Indian, and 2.52% were Asian. In accordance with its general population distribution, Minnesota had the highest percentage of American Indian students in the Region. (See Regional Report, Table 51.)

In the last school year, 1988-89, the minority population had risen slightly and was 8.61% of the total enrollment. The percentages of ethnic groups changed only slightly. The black proportion changed to 3.11%, Asians were 2.75%, Hispanics were 1.08%, and the American Indians were 1.68% (Minnesota Department of Education, 1989).

LEP. In Minnesota, 10,159 students received help with their English language skills in 1988-89 school year (Interviews).

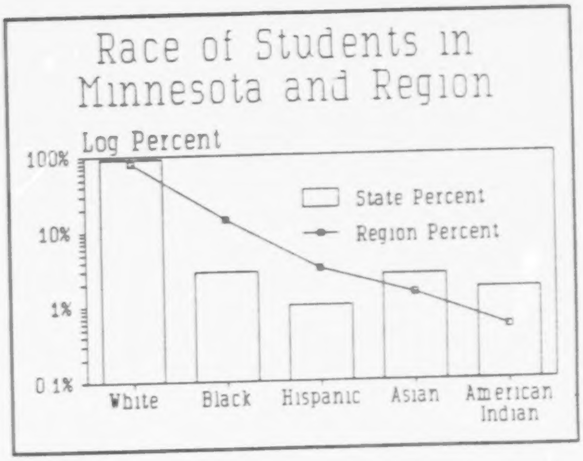

Figure 6. State versus Region student ethnic groups (NOTE: Percent shown on a log scale to better display smaller percentages; see Regional Report, Table 51.)

Chapter 1 and financial need. In Minnesota, 64,715 students were served in the 1988-89 school year to improve their academic abilities. The poverty figure for the state which was used to determine Chapter 1 financial eligibility was 84,006 (Interviews, Regional Report, Table 52).

Free school lunch. In Minnesota about 15% of the students receive free school lunch. Minnesota has one of the lowest percentages in the Region on this issue. The formula count indicating financial need of students, on which Chapter 1 is based, was 84,006 students for Minnesota in the 1988-89 school year (Interviews, Regional Report, Table 53).

Teaching Staff

Numbers. Minnesota has the second smallest student enrollment and the smallest number of teachers of any state in the Region. According to the Digest of Education Statistics, the state employed approximately 342,132 teachers in 1987 (Snyder 1989). Teachers composed 56.9% of the total staff. (See Regional Report, Table 54.)

Student-teacher ratio. The student-teacher ratio in Minnesota in the 1987-88 school year was one of the middle three in the Region, at one teacher for each 17.1 students. The ratio of total staff, including administration and special services as well as teachers, was one to 9.7. (See Regional Report, Table 54.)

School Buildings

Numbers. Minnesota had the fewest schools in the Region during the 1987-88 school year. There were 1,570 schools at that time. (See Regional Report, Table 55.)

Size. The mean enrollment for Minnesota schools was 452 in 1987, giving it almost a middle ranking in the Region for school size. The median school size was 378. (See Regional Report, Table 56.)

One-half of the schools in Minnesota had from 101 to 500 students in 1987. The most common school size was 101 to 300 students for 1987-88: 470 schools in Minnesota were in this category. The next most common category was schools with 301 to 500 students: 349 schools fit in this group. Nine percent of the remaining schools were smaller, with enrollments under 100: 140 schools fall into this category. The remaining 37% of all schools have enrollments over 501. Approximately 20% of the schools have enrollments between 501 and 700: that percentage represents 303 schools. The highest enrollments, from 2,001 to 3,000, are found in only one dozen schools. (See Regional Report, Table 57.)

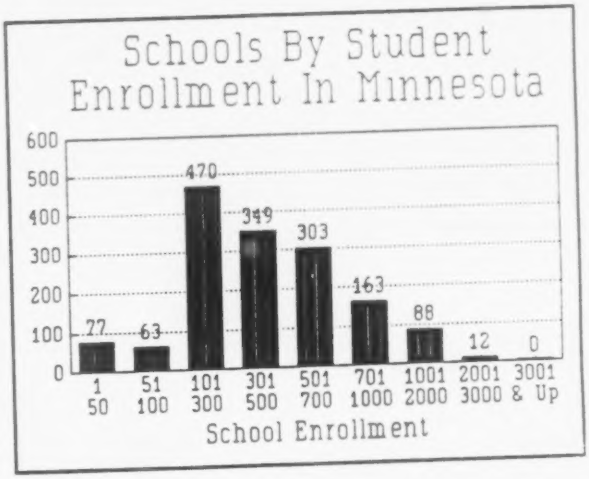

Figure 7. School enrollment size (See Regional Report, Table 57.)

Age of buildings. The 1989 Governors' Report gives a count of the instruction buildings in the states. That list indicates that Minnesota had a total of 1,506 schools in 1987, the smallest number in the Region (not including Indiana, which was not reported.) The largest number of Minnesota's buildings were constructed during the first 40 years of this century. Twenty-five schools pre-date the turn of the century. In the 40s only 45 schools were built; the 50s and 60s brought building booms of over 300 schools each. In the 70s and 80s the building slowed to 102 and 45 schools, respectively. (See Regional Report, Table 58.)

School Finance

Costs per pupil. Like the other states in the Region, Minnesota has increased its spending on education greatly over the last 30 years. In 1960 Minnesota was second in the Region for costs per pupil in average daily attendance (ADA). After 1985, it still ranked third.

In the 1959-60 school year, Minnesota spent $1,575 per pupil based on ADA. The average for the nation that year was $1,389. Ten years later the state spent $2,603, compared to a national average of $2,351. Ten years later still, the expenditures had risen to $3,346. The 1985-86 figures were $3,941, a figure higher than the national average of $3,752. In 25 years, the state had increased its spending by more than two and one-half times. (See Regional Report, Table 59.)

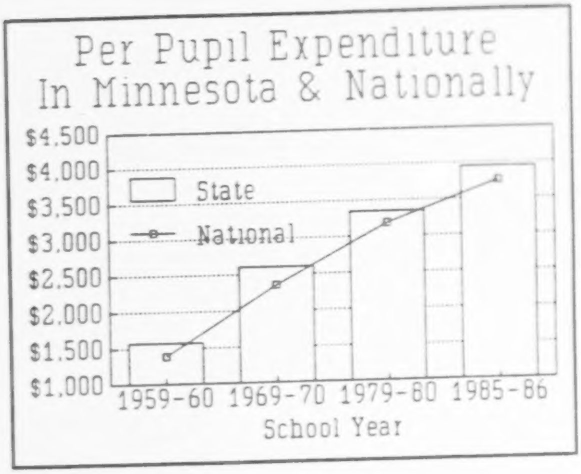

Figure 8. Per pupil expenditures in state and nation (See Regional Report, Table 59.)

Sources of revenue. Schools in Minnesota receive over half of their funds from state funding sources. Minnesota receives a higher percentage of state funds than most of the states in the Region. According to the Digest of Education Statistics, Minnesota's funding sources were 56.9% state, 38.8% local, and 4.2% federal in the 1986-87 school year. (See Regional Report, Table 60.)

The Digest information was used in preparing the Regional Table 60 because it allowed comparisons across states. However, Minnesota State provided somewhat different figures on sources of revenue for the 1987-88 school year. They quoted the following revenue percentages: 50.3% state, 45.9% local, and 3.8% federal. These figures do not change Minnesota's Regional ranking as having the highest

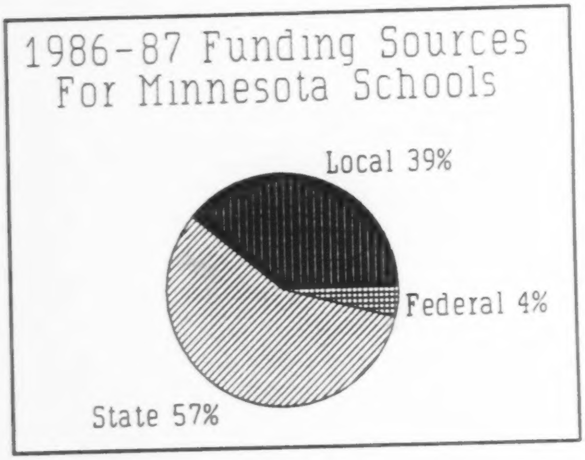

Figure 9. State school funding sources (See Regional Report, Table 60.)

proportion of funds from the state (Minnesota Department of Education, 1990).

Expenditure categories. According to the Digest of Education Statistics, instructional services have recently accounted for 60% of the spending for education in Minnesota. Support costs required 35% of the revenues. Other non-instructional costs totaled only 4.8%. (See Regional Report, Table 61.)

The general operating expenses are the biggest budgetary item in the state, requiring three-fourths of all monies spent on education. Minnesota's breakdowns of expenditures indicate that the state sources of funding provide the majority of general operating expenses, 59.2%.

Other expense categories in the state are responsible for the remaining one-quarter of education expenditures. The seven categories are budgeted for between .4% and 5.7% of the total expenditures. State resources pay for the majority of school transportation costs. Local sources pay the majority of expenses involved in community service, capital expenditure, debt redemption, building construction, and trust and agency. The federal government funds provide 39% of the food service expenditures, but very small percentages in other categories. (Minnesota Department of Education, 1990)

Education for Rural Students

Rural Student Population

Enrollment. In 1987-88, 31% of the students in Minnesota lived in rural areas. That figure classifies Minnesota as second in the Region for percentage of rural students. It is more rural than the Region as a whole, which has 19.4% rural students. (See Regional Report, Table 62.)

Ethnic groups. In Minnesota, 92% of the students are white. Eight percent of the students in the state are members of a minority group: 4% of those students live in rural locations. The few minority students are most likely to be American Indian, 2.24%. Other minorities are few in number: Asian, .86%; Hispanic, .62%; or black, .30. (See Regional Report, Table 63.)

Free school lunch. Free school lunch percentages are very similar between the rural and total populations, with approximately 2% more rural students receiving free school lunch. In the 1987-88 school year, 21.3% of the rural students received free school lunch, compared to 19.0% in the state. (See Regional Report, Table 64.)

Teachers

Numbers. According to the Common Core of Data, Minnesota had 22,075 teachers in rural schools for 1987-88. (See Regional Report, Table 75.)

Student-teacher ratio. The student-teacher ratio for rural schools is only somewhat lower than the ratios for the total state. There are approximately 15.6 students for each rural teacher. (See Regional Report, Table 65.)

School Buildings

Numbers. In the 1987-88 school year, 48% of the schools in Minnesota were located in rural locations. Therefore, one-half of the buildings in the state are used by less than one-third of the students. This ratio indicates the distribution of schools throughout a very rural state. Facilities are located near their constituents, and are therefore smaller and more widely dispersed. (See Regional Report, Table 66.)

Size. Compared with all schools in the state, rural schools have considerably smaller enrollments. The average number of rural students per school is smaller than the state average by 161 students. The median of rural schools is smaller than the state median by 160 students. The average school in a rural location of Minnesota houses 291 students. The median school in a rural location has 218 students. Half of the rural schools have more than that number, half have less. (See Regional Report, Table 67.)

More than half of the rural schools in Minnesota have an enrollment of between 101 and 300 students. Only 12.42% of the rural schools are smaller, with fewer than 100 students. The remaining 35% of the schools are larger than 300 students, and most of those have between 310 and 500 students. Only 11 rural schools in the state have more than 1,000 students. (See Regional Report, Table 68.)

Education for Urban Students

Urban Student Population

Enrollment. In Minnesota, 87,400 students were identified as attending school in very urban areas. That number represents only one-eighth of the students in the state, or 12.31%. Minnesota had the smallest percentage in the Region for students living in central cities. (See Regional Report, Table 69.)

Ethnic groups. While the white population of all schools in the state was 92% in 1987, the white population in the central cities was 77%. The largest minority group in the rural population was American Indian. The largest minority groups in the central cities were black, 13%; followed by Asian, over 5%; American Indian, 3.6%, and Hispanic, just over 1%. (See Regional Report, Table 70.)

Chapter 1. In Minneapolis, 5,175 students received special academic help as a result of Chapter 1 in the 1988-89 school year. In St. Paul, 3,852 students received academic support the same year. (See Regional Report, Table 71.)

Free school lunch. In Minnesota, as in other states in the Region, urban students are more likely to be receiving free school lunch. Almost 26% of the urban students receive free school lunch. This figure is 7% higher than the percentage of students receiving free lunch in the entire state. (See Regional Report, Table 72.)

Teachers

Numbers. There were 4,618 teachers in urban schools in the 1987-88 school year. That number represents 11.5% of the total number of teachers in the state. (See Regional Report, Table 73.)

Student-teacher ratio. Classes tend to be larger in urban schools than the state averages. The urban classroom in Minnesota has an average of two more students per classroom. The ratio for urban schools is just over 19 students for each teacher, compared to 17 students for each teacher in the total state. (See Regional Report, Table 73.)

School Buildings

Numbers. There were 136 urban schools in Minnesota in 1987-88. That number represents almost 9% of the schools in the state. It has the smallest number of urban schools in the Region. Of that number, 63 schools were in very urban, central city areas; that number is 4% of the schools in the entire state. (See Regional Report, Table 74.)

Size. In Minnesota, the enrollments in urban schools are much larger than the average enrollments in the state. The mean average enrollment in urban schools was 643 in 1987, compared to the general state average of 561. The urban schools had an average of 191 more students. The median number of students in an urban school was 452, compared to the state median of 378, a difference of 183 students. The urban schools in Minnesota were the largest in the Region; both for the mean average and for the median. (See Regional Report, Table 75.)

Over three-fourths of the urban schools enroll between 301 and 1,000 students. Only 14 urban schools have enrollments under 300; 17 schools have enrollments of more than

1,000 students. There are no urban schools with enrollments of over 3,000 students. (See Regional Report, Table 76.)

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Interview with the State Department of Education.

OHIO

The population of Ohio is large by national standards, and is second in the Region for size. The population is primarily urban; ethnic minorities are also urban. Services provide the majority of the state's income, but manufacturing is also particularly important in the state. The economy is important to education since the tax base fluctuates with the economic strength of the state. The state education system works with both the highest number of urban areas and the problems of rural Appalachian areas. The State Department of Education is interested in distance learning for both rural and urban schools, as well as solutions for many problems which may be shared by distinct urban and rural populations.

The following report discusses the demographics of the state, and then the demographics for the rural and urban populations specifically. It discusses the economy in the state, particularly as it relates to the rural and urban populations. Finally, information regarding the educational context is presented for the state, and for rural and urban areas in particular.

Topography

Ohio is divided into four major land regions: the Great Lakes Plains, the Till Plains, the Appalachian Plateau, and the Bluegrass Region. The Great Lakes Plains in the northern part of the state lie along the coast of Lake Erie. This fertile area produces fruits and vegetables. It is also home to the largest metropolitan area, Cleveland, and is one of the busiest manufacturing, shipping, and trading areas in the country.

The Till Plains are on the western side of Ohio, and form the eastern part of the Midwest corn belt. They include the most fertile farmlands in the state. The Appalachian Plateau covers the eastern half of Ohio. It has rolling hills and valleys, and is less fertile than the western and northwestern part of the state. It is also the location for the principal mineral deposits in the state. The Bluegrass Region, a small area in the south which extends up from Kentucky, is both hilly and gently rolling. It has thin, less fertile soil.

Ohio has approximately 312 miles of rocky shoreline along Lake Erie. It also has thousands of miles of rivers and streams. Almost one-fourth of the state is covered with forests.

Demographics of the State Population

Population

Ohio is the sixth state in the Union for population; it is the second most populated state in the Region. Three-fourths of the population of the state is urban, located in 16 metropolitan areas. In fact, some 40% of the state's people live in only three urban areas: Cleveland, Cincinnati, and Columbus.

At the time of the last Census, Ohio reported a population of 10,797,630 to be exact. Typical of the states in the Midwest in the last three decades, Ohio has lost population to outmigration in the last several years. Any growth has been limited to local areas, usually the cities. The population estimates for 1986, given in the most recent County and City Data Book, list Ohio with 10,752,000 people, a loss of over 45,000. Another Census Bureau report, with 1987 estimates, gives higher population numbers and lower attrition. That report puts the population decline since the 1980 census at only 14,000. (See Regional Report, Tables 1 and 2.)

Population Density

With a number of large urban centers, it is not surprising that Ohio's population density would be high. In fact, at 263 persons per square mile in 1987, it has the highest population density in the Region. (See Regional Report, Table 3.)

Ethnic Groups

The Indian tribes living in Ohio before European settlement included the Delaware, Miami, Shawnee, and the Wyandot, or Huron. Conflict between the Indians and the French, British, and newly named Americans extended into the 1800s.

Ohio has a complicated history of European settlement, with a resulting homogeneity of many cultural groups. The British won Ohio land from the French, and then the newly-formed United States claimed it from the British and began formal settlement. At first it was handled as an extension of the original Thirteen Colonies, and then as bounty land with which to reward Revolutionary War soldiers. Large portions of it were purchased at times, such as the six counties in the southeastern corner that became the property of the Ohio Company.

Settlers from Kentucky and Virginia moved north into the southwestern area about 1800, again as receipt of military bounty lands. Pioneers from Kentucky and Tennessee moved into Ross County, in the south-central part of the state. Another settlement group came from New Jersey, probably rafting down the Ohio River, to the southwest corner of the state. Scotch-Irish and Dutch joined them to farm the area, and Cincinnati became an important area of the state at that time.

From the eastern state of Pennsylvania came large groups of Scotch-Irish, Germans, and Quakers. They settled six eastern counties of Ohio. The northern area, known as the Western Reserve, and other lands along Lake Erie, were opened for settlement by the late 1700s. These lands were granted to Connecticut residents who had been burned out by the British in the Revolutionary War, and were therefore called the "Fire Lands." Other settlers came with the development of the canal system in the 1820s and 1830s.

Throughout its history, Ohio has attracted settlement from other parts of the nation. After its statehood in 1803, and especially as lands further west developed in the middle of the century, Ohio really was the "Gateway to the West," the jumping off place for the westward movement. Currently, about 3% of the population of Ohio is foreign-born. Immigrants have most often come from Canada, Germany, Great Britain, Hungary, Italy, and Yugoslavia. Recently, the state has received some immigrants from the U.S.S.R.

Because of its history, today Ohio has a mostly white population, 89% in 1980. The black population constitutes 10% of the total population. The blacks in the state are usually urban. (See Regional Report, Table 4.) Population projections in 1989 estimate blacks at 11% in 1990 and 12% in 2000. (See Regional Report, Table 5.)

The American Indians in the state totaled only .14% in 1980. The Asian population was .49% of the total, Hispanics were just over 1%. These groups are primarily located in the cities or urban areas. (See Regional Report, Table 4.)

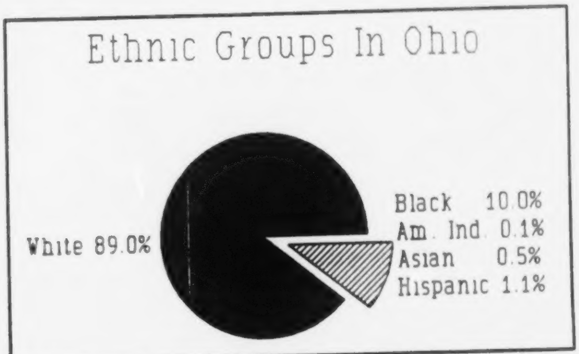

Figure 1. State ethnic group percentages (See Regional Report, Table 4.)

Age Trends

The 1980 median age in Ohio was 30 years, about the same as the median for the Region--an increase of 1.3 years over the previous decade. (See Regional Report, Table 6.)

The increase in median age is a reflection of the change in age groups in the nation and the Region. Ohio had proportionately fewer children in 1980 than it had in previous years. In 1970, 35% of the state's population were children under 18. By 1980, that figure had dropped to approximately 29%. This change was typical of the Region. (See Regional Report, Table 7.)

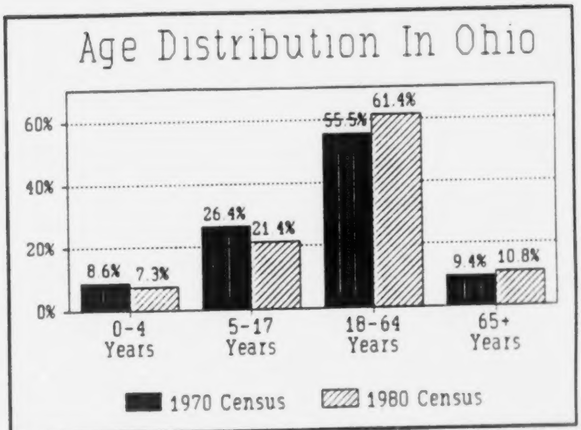

Figure 2. State age distribution (See Regional Report, Table 7.)

Family Structure

In 1980 Ohio had 3,834,000 households. By 1985, the number of households was approximated at 3,965,000, a 3.4% increase. This increase in the number of households was the result of smaller household size. In 1980 the average size was 2.76 persons per household; five years later the average had fallen to 2.65 persons per household. (See Regional Report, Table 8.)

In 1980 there were 1,491,000 families in Ohio with children under the age of 18 years. A large majority of these families, 83%, were headed by married couples. Another 15% of the families were headed by females who had no spouse present. According to Hodgkinson, the state rates 12th in the nation for divorces, with 585 dissolutions for every 1,000 marriages. In terms of numbers, in Ohio over 226,000 families with children were headed by women. About 2% of the households with children have another head of household--a father or other relative.
(See Regional Report, Table 9.)

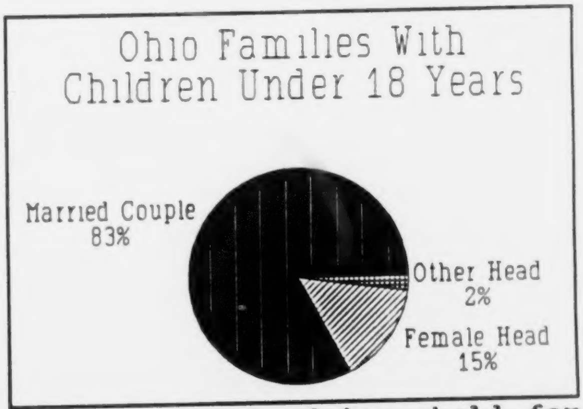

Figure 3. Head of household for families with under 18 age children (See Regional Report, Table 9.)

Poverty

In 1970, 7.6% of all families, with and without children, in Ohio were living in poverty. Nine years later, the state had a family poverty rate of 8.0%. In 1980 approximately 11% of all families with children under age 18 were living in poverty. Between 1970 and 1980, Ohio was ranked near the middle of the Region's states for poverty. (See Regional Report, Table 10.)

Single parents in poverty. Of these poor families, 101,000 were headed by women with no spouse present. Women alone are more likely to live in poverty; about 40% of the families with children, living in poverty, are headed by females with no spouse present. (See Regional Report, Table 11.)

Children in poverty. Approximately 13% of all children in Ohio were living in poverty in 1980. That percentage places Ohio near the middle of the Region, with two states having a higher proportion in poverty and four having a lower proportion. (See Regional Report, Table 12.)

Educational Attainment

In 1980, 67% of Ohio's population over age 25 had completed high school degrees. This was an increase of nearly 18% over educational attainment figures for 1970. It is also typical of the increases in high school degrees for the entire Region. (See Regional Report, Table 13.)

Dropout rate. The US DOE reported an attrition rate for Ohio schools in 1984 of 19%. This was the median rate reported for the Region. The state did not report dropout rates by grade (Catterall, 1988b).

Graduation rate. Ohio's percentage of graduation is typical for the Region. Between 1972 and 1984, the graduation rates went from 80%, down to 76%, and then back up to 81%. This pattern of a dip in 1980, followed by a resumption to 1972 figures, was common across all of the states in the Region. (See Regional Report, Table 15.)

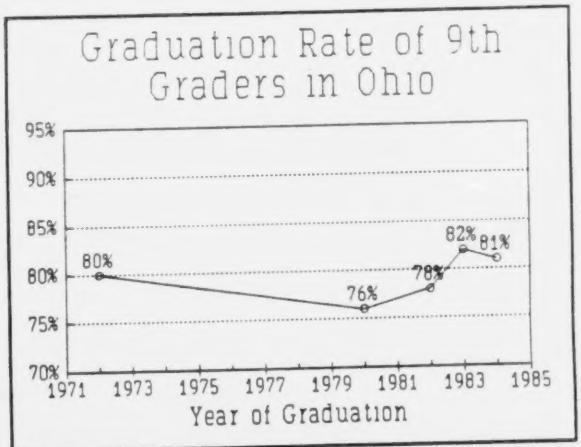

Figure 4. State high school graduation rate (See Regional Report, Table 15.)

Demographics of the Rural Population

Rural Population

In 1970 Ohio reported 25% of its population as rural. Ten years later the percentage was 27%, indicating a slight reversal of the trend toward urbanization of the state. This small rural increase had no effect on the overall ranking of the state; in 1980 Ohio was the second most urban state in the Region. (See Regional Report, Table 16.)

Ethnic Minorities in Rural Areas

The rural population in 1980 numbered just under 2,838,000 citizens. Most were white, 98.5%. Only .9% of the persons in rural areas were black. A smaller percent, .2%, were Asian or Pacific Islanders, and .1% were American Indian. Of the rural population .7% were of Spanish origin. (See Regional Report, Table 17.)

Age Trends in Rural Areas

The rural residents of Ohio have had a younger median age than the median of the total population. While the national picture has been one of an older rural population, Ohi reverses that ratio. In 1970 the median age for the rural population was 27.0; the median for the total population 28.6. However, in 1980 the median age for the rural population rose to 29.6, catching up to the aging general population, 29.9. (See Regional Report, Table 18.)

The rural population had a slightly higher percentage of children than did the state for both 1970 and 1980. In 1970 children composed 38% of the rural population, compared to 35% in the state. By 1980, children composed 32% of the rural population and 29% of the state. (See Regional Report, Table 19.)

The percentage of children in the rural population has fallen just as it has in the state as a whole. The percentage of children in the rural population fell by 6% between 1970 and 1980; the change in the state was also 6%. (See Regional Report, Table 19.)

Family Structure in Rural Areas

Of the 1,491,000 families in the state with children under age 18, 29% lived in rural areas in 1980. This percentage reflects closely the general population living in rural areas. (See Regional Report, Table 20.)

Consistent with the populations in other states, the rural families were more likely to have two parents in the family. Of the families with children living in rural areas, 91% were headed by married couples (compared to the 83% figure for the total population.) Only 7% of the rural families with children had single females as a heads-of-household. Another 2% had other family situations. (See Regional Report, Table 20.)

Rural Poverty

The percentage of families with children living in poverty is lower in rural areas than in the state as a whole. Approximately 8.3% of the rural families with children live with poverty incomes, compared to 11.3% statewide. (See Regional Report, Table 21.)

The percentage of families with children living in poverty is much higher for farm families than it is for rural families in general. Twelve percent of the farm families with children are living with poverty incomes, closer to the total population. (See Regional Report, Table 21.)

Single parents in poverty. In 1980, 34% of the rural single mothers with children had incomes under the poverty level. The percentage of single mothers in poverty is much lower for the single mothers on farms, approximately 21%. (See Regional Report, Table 22.)

Children in poverty. Ohio is typical of most states in the Region for rural children in poverty. Approximately 10% of Ohio's children living in rural areas have family incomes under the poverty level. The proportion of children in poverty was a little larger for small towns at 11%. Farms, however, are another story. Approximately 16% of the children who lived on rural farms were living under the poverty level in 1980. When the school age group was considered--ages 5 to 17--the percentages did not drop for the total rural or small town groups. The percentage on rural farms dropped only 1%. The poverty numbers are generally the same for both school age and preschool children. (See Regional Report, Tables 23 and 24.)

Educational Attainment in Rural Areas

The proportion of the rural population over age 25 which has finished a high school education increased between 1970 and 1980 by over 22%. In 1970 Ohio had the second lowest percentage of rural graduates in the Region, 45%. By 1980, Ohio had the highest level of rural graduates, 67%. The rural population increased in educational attainment about as fast as the total population. (See Regional Report, Tables 25 and 26.)

Demographics of the Urban Population

Urban Population

In 1980 approximately 28% of the population of Ohio lived in central cities within SMSA's as classified by the Census. This represents 3,067,000 people living in 19 central cities. In 1980 Ohio had the third highest percentage of population (28.4%) and the second largest population count (3,067,461) in central cities in the Region. In 1970 Ohio had an even higher percentage (32%) and higher count (3,380,238) in central cities. However, like most states in the Region, Ohio lost central city population from 1970 to 1980. Between 1970 and 1980, the central city population decreased 3.2% of the states total population. (See Regional Report, Table 27.)

There are 19 cities with populations over 50,000 in Ohio. Columbus and Cleveland are easily the largest, followed by Cincinnati, Toledo, and Akron (U.S. Census, 1980; McNally, 1989. See Table OH-1.)

Ethnic Minorities in Urban Areas

Most of Ohio's ethnic minorities are located in the cities. The ethnic breakdown of the central cities is approximately 71.6% white, 26.8% black, 2.0% Hispanic, and less than 1% each Indian and Asian. (See Regional Report, Table 28.)

Age Trends in Urban Areas

The 1980 median age for the central city populations in Ohio was 29 years. This is .9 years lower than the total state population. Between 1970 and 1980, the median age for central cities increased by one year. (See Regional Report, Table 29.)

Between 1970 and 1980, the age distribution in Ohio changed in the same pattern as in other states in the Region. The percentage of children under age 18 fell from 33% in 1970 to 27% in 1980, a drop of 6%. The adult populations increased, in turn, with adults 18 to 64 years of age increasing from 56% to 61%. The retirement age adult group increased from 11% to 12%. (See Regional Report, Table 30.)

Table OH-1. Ohio Cities With Populations Over 50,000

City	Population in 1980	Population in 1987
Cleveland	573,822	534,400
Columbus	564,871	575,200
Cincinnati	385,457	371,800
Toledo	354,635	341,000
Akron	237,177	223,100
Dayton	203,371	180,400
Youngstown	115,436	105,800
Canton	94,730	88,000
Parma	92,548	90,300
Lorain	75,416	73,000
Springfield	72,563	69,300
Hamilton	63,189	64,500
Lakewood	61,963	59,000
Kettering	61,186	60,100
Euclid	59,999	56,600
Elyria	57,538	58,000
Warren	56,629	52,800
Cleveland Hgts.	56,438	55,000
Mansfield	53,927	51,600

Source: US Census, 1980, and McNally, 1989.

Family Structure in Urban Areas

Approximately 26% of all Ohio's families with dependent children lived in the central cities in 1980. Families in central cities are less likely to have a married couple at the head of the family. Ohio has the third lowest percent of central city families headed by couples in the Region--69% . About 28% were headed by female householders, and 3% of the families were headed by another relative. (See Regional Report, Table 31.)

Of the 249,827 single mothers in Ohio listed on the 1980 U.S. Census, over 73% lived in urbanized areas. Moreover, the single parents are very likely to live in the central cities. Forty eight percent of the mothers alone with children in the state live in the central cities. (See Regional Report, Table 32.)

Urban Poverty

In the central cities of Ohio, there were almost 413,000 families with children in 1980. Of these families, 86,934 were living with poverty incomes in 1980, or just over 21% of the central city family population. That figure is higher than the percentage for the entire state. (See Regional Report, Table 33.)

The major cites in Ohio have 6% to 7% of their populations classified as AFDC recipients. The AFDC rates per 1,000 population for four of the largest cities in Ohio were as follows: Toledo, 68.6; Cleveland-Akron, 67.1; Dayton-Springfield, 64.4; and Columbus, 58.8. (See Regional Report, Table 34.)

Single mothers in poverty. More than two-fifths of the women in Ohio with children (no spouse present) were living with poverty incomes in 1980. Approximately 42% of the women in that category were living in poverty in all of the urban areas; 51% of the women in the central cities were living in poverty. Ohio had the highest percentages in the Region for single mothers living in poverty. (See Regional Report, Table 35.)

Children in poverty. Central cities in Ohio have the third highest poverty rate for children in the Region. Approximately 15% of the children in urbanized areas were living in poverty in 1980; 24% of the children in the central cities were living in poverty. This is considerably higher than the proportion of poverty for children in the state as a whole--13%. (See Regional Report, Table 36.)

In 1980 there was a child population of 606,403 for the six largest cities in Ohio. Twenty-five percent of those children lived with poverty incomes, a figure typical of the more industrial states in the Region. The percentages by city are: Cleveland, 31%; Dayton, 30%; Cincinnati, 29%; Akron, 22%; Columbus, 21%; and Toledo, 19%. In the state, between two-thirds and three-fourths of the poor children were living in poverty areas, large numbers of them concentrated in Ohio's cities. (See Regional Report, Table 37.)

Children living with single mothers are much more likely to be living in poverty conditions than are children from families with two adult caretakers. In Ohio's central cities, 58% of the children with single mothers were living in poverty in 1979. This is more than twice the poverty level for all children in the central cities. (See Regional Report, Table 38.)

Ethnic groups in poverty. In Ohio's six largest cities, the ethnic minority groups suffer a disproportionate amount of poverty. Only 13% of the white central city population were living in poverty in 1980. The percentages of minorities in poverty were much higher: black, 31%; American Indian, 28%; Hispanic 28%; and Asian, 24%. Ethnic minorities are also more likely to live in the poverty areas, especially when they have a poverty income themselves. (See Regional Report, Table 39.)

Educational Attainment in Urban Areas

Educational attainment for central city adults over age 25 has risen over the years with improved availability of education and attrition of the older, less educated population. From 1970 to 1980 the central city attainment rates for Ohio's cities increased over 14%. At 46%, Ohio had the lowest central city attainment rates in the Region in 1970. It was third from lowest in 1980 (60%). (See Regional Report, Table 40.)

There are usually fewer adults in the central cities than there are in the total state who have completed a high school education. Adults in the central cities of Ohio follow that pattern. The difference between central cities and other areas in Ohio has increased between 1970 and 1980. In 1970 the central cities had a 3% lower attainment rate than the state; in 1980 they had a 7% lower rate. (See Regional Report, Table 40.)

In 1980 it was estimated that 61% of Ohio's central cities population over the age of 25 had completed a high school degree. By ethnicity, 64% of the white population had completed high school, 53% of the blacks, and 51% of those of Spanish origin. The completion rate of the six largest cities in Ohio are as follows: Columbus, 69%; Toledo, 64%; Akron, 63%; Dayton, 60%; Cincinnati, 58%; and Cleveland, 51%. (See Regional Report, Table 41.)

Economy in Ohio

Economic Activities

Ohio has the second highest total gross product in the Region. In 1984 the earnings totaled $95,236 million. About 41% of the state gross income comes from Goods production: 35% from manufacturing, 5% from mining and construction. Over 58% of Ohio's gross product comes from Services and related areas: services, 18%; government, 13%; retail trade, 9%; finance, insurance and real estate, 5%; and other services, 13%. Farming accounts for only 1% of the state's gross product. (See Regional Report, Table 42.)

Personal and Household Income

In 1979 the median household income in Ohio was in the middle of the seven states in the Region at $17,754. The earning power of people in Ohio, as well as the other states in the Region, dropped during the first half of the 80s. From 1979 to 1985 the per capita median income, in constant 1985 dollars, dropped from $10,795 to $10,371. (See Regional Report, Table 43.)

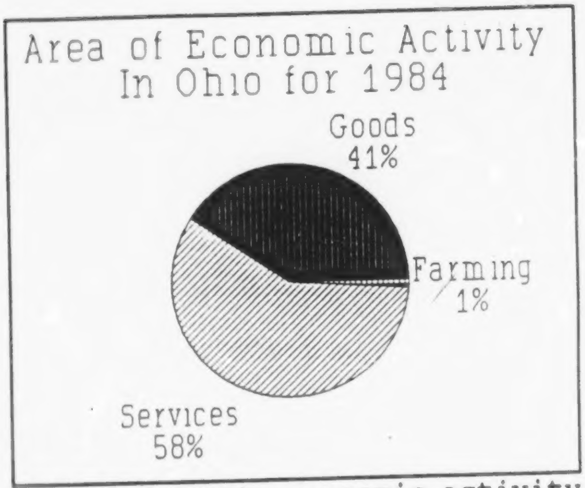

Figure 5. State economic activity (See Regional Report, Table 42.)

Unemployment

Ohio has been significantly affected by the unemployment trends of the eighties. In 1970 the unemployment rate was listed at 4.0%. In 1980, it was 12.5%, the second highest in the Region. By 1986, the unemployment rate had lowered to 8.1%. In 1986 it was tied for the second highest unemployment rate in the Region. (See Regional Report, Table 44.)

Economy in Rural Ohio

Rural Economic Activities

Economic sector dependency in rural areas. More than three-fourths of Ohio's non-metro counties are dependent on manufacturing. Thirty-eight of Ohio's 51 non-metro counties meet the minimum requirement for sector dependency in manufacturing. Six of the non-metro counties are dependent on mining, one each are dependent on agriculture and government. Five of the non-metro counties are dependent on miscellaneous activities. (See Regional Report, Table 45.)

Rural Unemployment

The unemployment rate in non-metro Ohio in 1983 was 14.7%. By 1987, it had fallen to 9.1%. That was a 38.1% rate of change from 1983 to 1987. (See Regional Report, Table 46.)

Economy in Urban Ohio

Median Household Income

The median household income in 1987 for the six largest cities in Ohio was lower than the state median income. The unweighted average of the cities was about $20,700; the state average was $25,829. None of the cities had a higher median household income than the state average. As the table below indicates, the highest for the six largest cities in Ohio was Toledo at $24,252; the lowest was Dayton at $18,223. (See Regional Report, Table 47.)

Table OH-2. Per Capita and Median Household Incomes of Largest Ohio Cities in 1987

City	Per Capita Income 1987	Median Household Income 1987
Akron	11,525	20,874
Cincinnati	12,790	20,130
Cleveland	10,173	18,245
Columbus	12,351	22,343
Dayton	10,769	18,223
Toledo	12,652	24,252

Source: McNally, 1989.

Education in Ohio

Student Population

Enrollment. Enrollment in Ohio's schools was over 1.8 million in 1981. The enrollment has fallen since then, in a pattern consistent with most of the Region. Enrollment fell to 1,793,411 in 1987. It dropped again to 1,764,459 in the current 1989-90 school year. (See Regional Report, Table 48.)

The State Board has projected public school enrollments through the end of the century. Those numbers indicate an increase for the next year, 1991-92, with fluctuations the next two years. Thereafter, until the end of the decade, the projected numbers indicate an increase each year, but an increase of only 50 students or less (State Board of Education, 1988-89).

Age trends. The trend downward has been tempered in the past few years by small enrollment increases in the lower elementary grades. In the early 80s, the children of the baby boomers started school and enrollment increased somewhat. From the total enrollment figures by grade, it would appear that enrollment began to increase in 1982 in Ohio. The greatest increase appeared in 1986, when the entering kindergarten class numbers were up by about 10,000 over the prior year. The growth in enrollment slowed after that year. (See Regional Report, Tables 48 and 49.)

Average daily membership and attendance. The average daily attendance has increased slightly in Ohio in the last years. In the 1980-81 school year, the attendance was 92.5%; in 1986-87 the attendance was still 93.7%. (See Regional Report, Table 50.)

Ethnic groups. Ohio typically has the third highest percentage of minority students in the Region. In 1987, 16% of all public school students were members of a minority group. Most of these students, 14%, were black. Approximately 1% (.82%) of the students were Asian, 1% (1.12%) were Hispanic; and only .1% were American Indian. (See Regional Report, Table 51.)

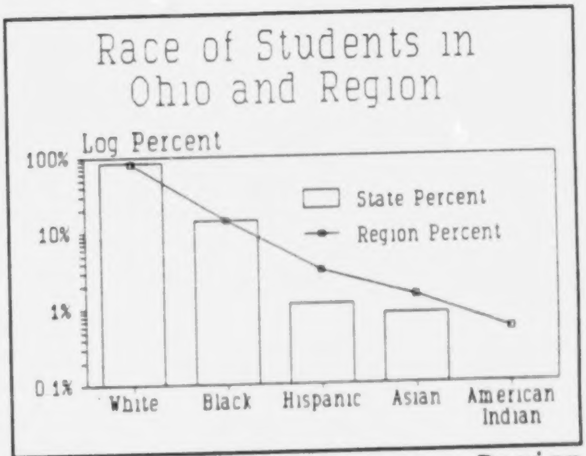

Figure 6. State versus Region student ethnic groups (NOTE: Percent shown on a log scale to better display smaller percentages; see Regional Report, Table 51.)

Limited English Proficiency. Eight major cities have almost two-thirds of the LEP students in the state. Only 12 districts in t state serve the major population of LEP students. Ten of these districts serve between 100 and 500 students, and two serve over 500 LEP students.

Other districts with fewer LEP students are more broadly scattered. In 1988, 138 districts had at least one, but fewer than ten LEP students. Another 36 districts had between 11 and 100 LEP students. The State Board facilitates LEP education by letting school districts know what is available to help them with their programs. They are planning ways for the bigger districts, which have well-organized LEP programs, can act as resources to the smaller districts.

The Dayton area has had a large number of immigrants from Southeast Asian nations. Ohio has also had an influx of students from the U.S.S.R. since October, 1989. The immigrants have settled primarily in the Cleveland Heights- University Heights-Cleveland area, Akron, Columbus, and Cincinnati. The State Board has offered classes in Soviet culture to the districts receiving immigrant students.

Most of the LEP students are located in urban areas which are well equipped to handle the LEP programs. The Title 7 competitive grants give districts support to develop capacity to serve LEP students over a three- to five-year period. This is very helpful in developing a program from ground zero. The Emergency Act and Refugee Children give them assistance in providing program help to children.

The Ohio State Board co-sponsors and actively organizes a summer institute program especially for LEP needs. They invite small districts which have not attended previously, and focus on learning their needs and helping them to start an LEP program. The Board works with the large districts to develop ways for them to serve the small districts. The state also contacts the districts to ascertain the number of LEP students they have and how the state can be of assistance.

Chapter 1 and financial need. In Ohio for the 1988-89 school year, 139,462 children were served by Chapter 1. This is based on a formula count for financial need of 285,133 students. (See Regional Report, Table 52.) The state had 612 districts participating in the program (Ohio, 1989a).

Free school lunch. In Ohio, during 1987 about 18% of the students received free school lunch. Ohio ranks in the middle of the Region on this issue. (Regional Report, Table 53.)

Teaching Staff

Numbers. Ohio employed 99,641 teachers in 1987. The teachers composed 54% of the total staff. That percentage is in the middle of a ranking of the states in the Region. (See Regional Report, Table 54.) In the 1988-89 school year, teacher numbers increased to 101,045 (Ohio, 1989a).

Student-teacher ratio. The student-teacher ratio in Ohio in 1987-88 school year was next to the highest in the Region--18 students for each teacher. The ratio has been dropping for several years. In the 1988-89 school year, the student-teacher ratio was again lower--17.6 students for each teacher (Ohio, 1989). The ratio of total staff, including administration and special services as well as teachers, is tied for the lowest in the Region--9.7. (See Regional Report, Table 54.)

School Buildings

Numbers. Ohio was second in the Region for the number of schools in the 1987-88 school year. There were 3,664 schools at that time. (See Regional Report, Table 55.)

Size. Ohio schools are generally large. The mean average enrollment for Ohio schools in 1987-88 was 479. The median enrollment was 415. (See Regional Report, Table 56.)

About two-thirds of the schools in Ohio had from 101 to 500 students. The most common school size was 301 to 500 students for 1987-88: 1,467 schools in Ohio were in this category. The next most common category was schools with 101 to 300 students: 832 schools fit in this group. The remaining one-fourth of the schools were evenly split between smaller and larger sizes. There were 757 schools with 501 to 700 students. (See Regional Report, Table 57.)

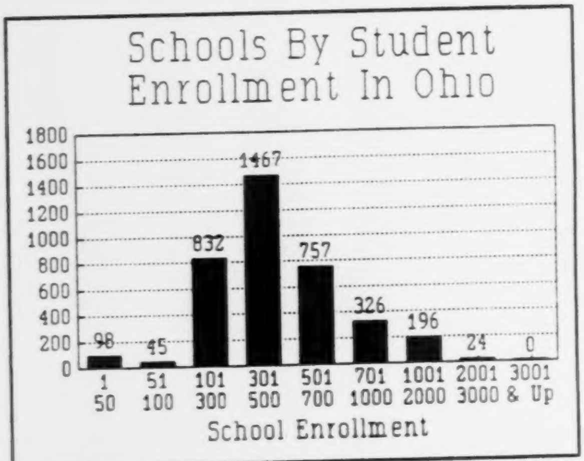

Figure 7. School enrollment size (See Regional Report, Table 57.)

Age of buildings. The 1989 Governor's Report gives a count of the instructional buildings in the state. That list states that Ohio has 25 schools which predate the turn of the century. It reported having 500 which were built between 1900 and 1949. (See Regional Report, Table 58.)

Ohio had an active school construction program from 1950 to 1979. The state reported constructing 725 instructional buildings in each of these decades. Fifty-five percent of all educational buildings in Ohio were built during that period. During the 1980 to 1988 period only 100 buildings were constructed. (See Regional Report, Table 58.)

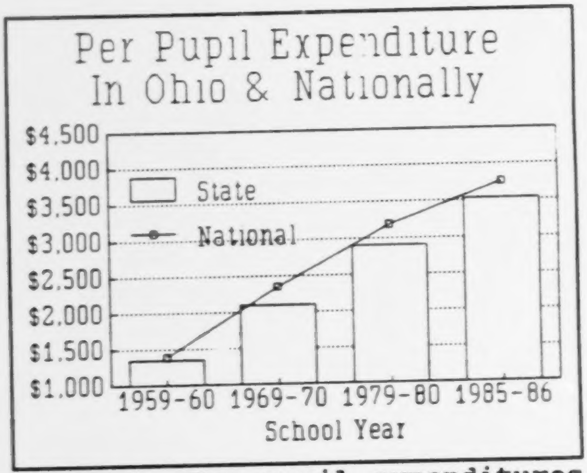

Figure 8. Per pupil expenditures in state and nation (See Regional Report, Table 59.)

School Finance

Costs per pupil. Ohio has been at or near the last place in the Region for expenditures per pupil. Based on average daily attendance, in the 1959-60 school year Ohio spent $1,352 per pupil. It was the lowest state in the Region in per pupil spending. In 1969-70, 1979-80, and 1985-86, Ohio was second lowest in the Region on per pupil expenditures. In 1985-86 Ohio expended $3,527 per pupil. (See Regional Report, Table 59.)

Sources of revenue. Ohio receives just under half of its school funds from state funding sources. Local sources supply 44.8%. The remaining 5.5% is supplied by the federal government. (See Regional Report, Table 60.)

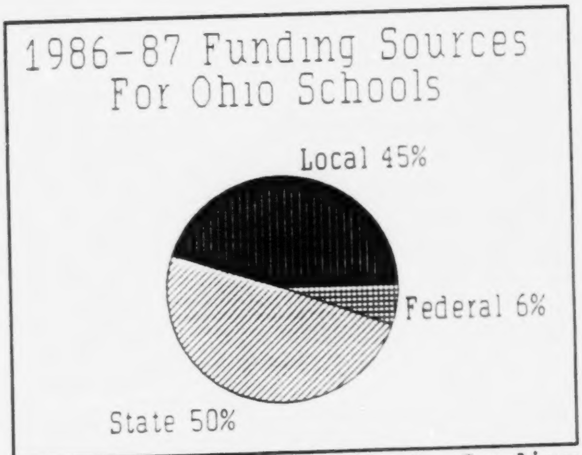

Figure 9. State school funding sources (See Regional Report, Table 60.)

Ohio schools depend heavily on local funding, and as a result, any local economic downturns are felt particularly in the schools. When businesses move or fail, the tax base is affected. Changes in farm activities can have the same final result.

Expenditure categories. Fifty-eight percent of 1984-85 school expenditures in Ohio were used for direct instructional purposes. This positions Ohio in fifth place in the Region on expenditures for direct instruction. Ohio spends 39% of its educational dollars on support services. About 3% of educational expenditures are for non-instructional expenses. (See Regional Report, Table 61.)

Education for Rural Students

Rural Student Population

Enrollment. In 1987-88 approximately 22% of the students in Ohio lived in rural areas. That figure positions Ohio in the middle of the Region for percent of rural students. (See Regional Report, Table 62.)

Ethnic groups. While 16% of the students in the state are members of a minority, just over 2% of those students live in rural locations (Common Core, 1987-88). The few minority students are most likely to be black, 1.2%, or Hispanic, 0.7%. There are few Asian students in rural areas, .4%, and fewer American Indian students, .07%. (See Regional Report, Table 63.)

Teachers

Numbers. There were 47,350 teachers reported in Ohio's rural areas in the 1987-88 school year. (See Regional Report, Table 65.)

Student-teacher ratio. The rural student-teacher ratio in Ohio is only slightly higher than the figure for the total state population. There are approximately 20.09 students for each teacher, compared to the state number of 19.86. This is the highest rural student-teacher ratio in the Region. (See Regional Report, Table 65.)

School Buildings

Numbers. In the 1987-88 school year, 28% of the schools in Ohio were located in rural areas. This is roughly proportional to the number of rural students in the state. (See Regional Report, Table 66.)

Size. Compared with numbers for the total state, rural schools are smaller. The average school in a rural location of Ohio houses 372 students. The median school in a rural location has 338 students. The average number of students enrolled in rural schools is smaller than the state average by 107 students; the median of rural schools is smaller than the state median by 77 students. (See Regional Report, Table 67.)

Almost 42% of the rural schools in Ohio have an enrollment of less than 300 students. Another 37% of the schools are between 301 and 500 students. At the larger end of the spectrum, just over 21% of the schools have a student body of over 500 students. (See Regional Report, Table 68.)

Education for Urban Students

Urban Student Population

The following urban descriptions have been taken from the Common Core of Data for the 1987-88 school year. The information for cities over 400,000, and for mid-sized cities under 400,000, was used to present a picture of the urban school population.

Enrollment. In Ohio, 505,713 students were identified as going to school in very urban areas. That number represents more than one-fourth of the students in Ohio, 28%. Ohio ranked third in the Region for the percentage of urban students. (See Regional Report, Table 69.)

Ethnic groups. About forty percent of the urban students in Ohio are members of minority groups. The urban schools of Ohio have a 61% white enrollment. The minority breakdown indicates that blacks make up most of Ohio's minority students. About 36% of the students were black, over 2% were Hispanic, 1% were Asian, and .1% were American Indian. The state has students from Southeast Asia and, more recently, from the U.S.S.R. (See Regional Report, Table 70.)

All of the urban centers are involved in desegregation, either by court order or by voluntary planning. Long bus rides create many problems for the schools, one of them being the lack of contact with parents who cannot get to the schools. Another problem of desegregation in the state is the lack of minority teachers, particularly in the cities, who can act as role models to their students.

Chapter 1 and financial need. In Ohio's largest cities, over 42,000 students were served by Chapter 1. The poverty figures used for making Chapter 1 funding decisions in these cities totaled nearly 118,919 students in financial need. (See Regional Report, Table 71.)

Teachers

Numbers. There were 26,842 teachers in large city schools in the 1987-88 school year. (See Regional Report, Table 73.)

Student-teacher ratio. Class size is about the same in urban schools as it is in the average school in the state. The urban classroom in Ohio has an average of .4 fewer students. The ratio for urban schools is one teacher for every 19.5 students. (See Regional Report, Table 73.)

Minorities. One of the requirements of desegregation is ethnic teachers to act as role models. That is harder to accomplish, however, due to the middle-class black flight to suburbia which has resulted in a lack of available teachers. The state also has difficulty hiring enough teachers because of the lack of available candidates. With limited funding from Pell Grants, the universities and colleges are not graduating enough minority teachers (Interviews).

School Buildings

Numbers. Ohio has 901 schools located in urban areas. That number represents 25% of the entire network of schools in the state. Only one other state in the Region has a higher percentage of urban schools in the state. A total of 277 schools are in very urban areas. This is nearly 8% of the total schools in the state. (See Regional Report, Table 74.)

Size. In Ohio, urban schools are somewhat larger than the average schools. The mean enrollment in urban schools was 551 in 1987, compared to the general state average of 479. The urban schools had an average of 72 more students. The median number of students in an urban school was 475, compared to the state median of 415, a difference of 60 students. (See Regional Report, Table 75.)

The majority of urban schools enroll between 301 and 500 students: 40% of the urban schools fall within this range. Fifteen percent of the urban schools are smaller than this number, most at the 101 to 300 range. The remaining 45% are larger, with enrollments of 501 and up. (See Regional Report, Table 76.)

Rural and Urban Issues in State School Planning

Most of the needs for rural and urban students are very similar. Distance learning is a natural area of concern in the state and a real need for both populations. The rural schools may need distance learning in order to expose their students to classes they could not have otherwise, but an urban school may well have the same need. For instance, an urban school may not have a teacher for Russian, and yet there may be several students with that need and interest.

One of the differences between rural and urban areas is the availability of leadership for staff development. The urban schools have more teachers who can act as resources for content and style in teaching. Another difference is the delivery system; communication between offices and professionals is very different in an urban setting than it is in a rural one. The urban areas have more bi- or multilingual students in need of LEP assistance.

The Ohio Department of Education is very aware of the needs of urban schools. Ohio has, after all, the largest number of urban centers in the Region.

The northern rural areas are very different in their demographics from the southern rural areas. The northern areas are agricultural, with a stable family demographic profile. The students usually graduate and they often attend college. The rural populations in the southern part of the state, which is part of Appalachia, have high teen pregnancy rates, low graduation rates, and low college enrollment. The State is trying to interest parents in obtaining their GEDs, as a way to keep today's students in school. The hope is that by seeing their parents involved in education, students will in turn be motivated to stay in school themselves.

Many grants are categorical in nature, as, for instance, the grants for academic subject areas, such as reading and math. Some grants in the state are specifically assigned to various sized populations, in order the distribute monies to a mix of population areas. Other gran have no such descriptions or requirements. Money for disadvantaged areas is often used lower class size, i.e., to hire additional staff. There is usually a provision so that the rural schools can participate in bidding.

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Interviews with the State Department of Education.

WISCONSIN

Wisconsin is a combination of rural and urban characteristics. It has long been known as the nation's largest producer of dairy products, and it is also a leading manufacturing state. The population is primarily urban, but the rural population is very rural indeed. There are 11 metropolitan areas in the state. Student-teacher ratios are low for all of the state. Rural schools have small enrollments and are widely dispersed; urban school sizes are similar to the state averages. With the exception of the Native Americans, the minority populations are urban.

The following report discusses the demographics of the state, and then the demographics of the rural and urban populations specifically. It discusses the economy in the state, particularly as it relates to the rural and urban populations. Finally, information regarding the educational context is presented for the state and for rural and urban areas.

Topography

Wisconsin is bordered by Lake Superior and Michigan State on the north. Lake Michigan forms its eastern side, and Illinois is on the south. Iowa and Minnesota help to form its western border. Like other states in the North Central Region, Wisconsin is a beautiful landscape of rolling hills, fertile plains and valleys, and clear lakes.

Wisconsin has five major land regions: the Lake Superior Lowland, the Lake Superior Upland, the Central Plain, the Western Upland, and the Eastern Ridges and Lowlands (Great Lakes Plains). The northern part of the state is the Lake Superior Lowland. The Lowland rises gently from the lake, moving south for between five and 20 miles. It simply borders the northern and northeastern edges of the state as they curve under Lake Superior and the Upper Peninsula of Michigan. After the Lowland ring, the Lake Superior Upland covers most of the northern part of the state with forested hills and thousands of small lakes. This is the most rural part of the state.

The Eastern Ridges and Lowlands compose the eastern side of the state, south into Illinois. This region has the state's best soil and longest growing season and is the agricultural area of the state. Opposite the Eastern Ridges is the Western Upland, which sweeps up the western side of the state. This beautiful area is also rugged and is covered with steep hills and ridges. The Western Upland is thought by many to be the most attractive part of the state.

Demographics of the State Population

Population

Wisconsin has a population of approximately 4 3/4 million. In 1980 the population was 4,706,000. By 1986, the population was estimated at 4,785,000, an overall increase of

1.7%, even with an outmigration figure of 125,000. The estimate of the following year placed it higher, at 4,807,000. (See Regional Report, Table 1 and 3.)

About two-thirds of the population live in the cities. Almost one-third of the state's entire citizenry live in the Milwaukee area. Next in size are Green Bay, Racine, and Kenosha. The population centers are located primarily in the southeast corner of the state, extending north along the border of Lake Michigan.

Population Density

Based upon the 1987 estimates, the density of Wisconsin's population averages 88.3 persons per square mile. Wisconsin is the third most rural state in the Region. (See Regional Report, Table 3.)

Ethnic Groups

When the first white explorers went into Wisconsin territory in the early seventeenth century, they found the Winnebago, Dakota, and Menominee Indians living there. During the 1700s, other tribes came into the state area seeking refuge from the encroaching white men and other warring Indian tribes. The last Indian battles with the white men occurred in the Black Hawk War in 1832.

The first white settlers were French, followed by the British after the French and Indian War. The English were later overthrown by the Americans, and the territory became part of the Indiana Territory from 1800 to 1809. It was later part of the Illinois Territory, then Michigan Territory, and finally Wisconsin Territory. It was made a state in 1848.

The first large influx of white settlers went to the southern part of the state in the 1820s in search of the rich deposits of lead which was badly needed for paint and shot. The biggest rush of immigration occurred between 1840 and 1850 when the population was multiplied tenfold. Settlers came from all over the United States and northern Europe, particularly from Germany.

Currently, about 3% of the state's population was born outside of the United States. Immigrants come primarily from Canada, Germany, Italy, Mexico, Poland, and Yugoslavia. In fact, Milwaukee is a major center for German-American culture. Other immigrants have come from Norway, Switzerland, Great Britain, and Finland.

Wisconsin's great stability has been very attractive to migrant workers. They travel to the state for work and then decide to stay. The state has a large population of Hmong immigrants who have become permanent residents. They have settled primarily near the urban areas of LaCross, Eau Claire, Wausau, Green Bay, and Sheboygan.

Wisconsin today has a primarily white population, 94.5% in 1980. Ethnic minorities are black, 3.9%; Hispanic, 1.3%; and Asian, .5%. The black population is third lowest in the Region. The projections for black population change is 4.8% in 1990 and 5.7% in 2000. (See Regional Report, Table 5.) The American Indian population made up .65% of the total in 1980. Wisconsin is second in the Region, after Minnesota, in the percentage of Native Americans. (See Regional Report, Table 4.)

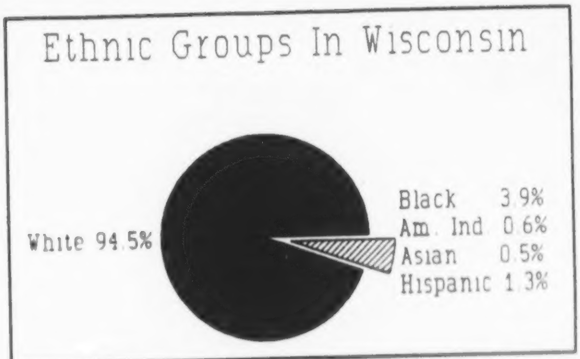

Figure 1. State ethnic group percentages (See Regional Report, Table 4.)

Age Trends

The median age in Wisconsin was also the median for the Region in 1970, 27.2 years. By 1980, just ten years later, the median age had increased for the population of the state by 2.2 years. (See Regional Report, Table 6.)

The increase in median age is a reflection of the change in age groups in the nation and the Region. Wisconsin had proportionately fewer children in 1980 than it had in previous years. In 1970, 36% of the state's population were children under 18. By 1980, approximately 29% of the population were children. This change was typical of the Region. (See Regional Report, Table 7.)

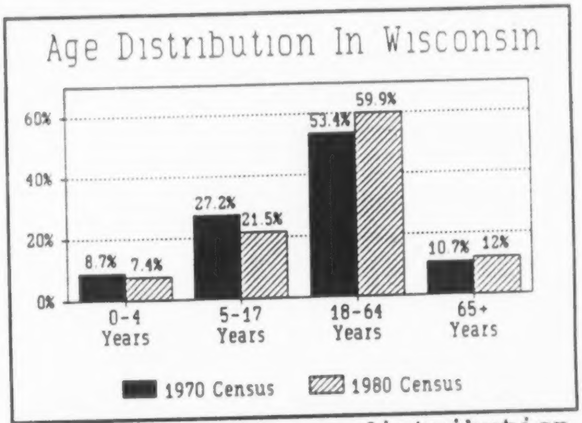

Figure 2. State age distribution (See Regional Report, Table 7.)

Family Structure

In 1980 Wisconsin had 1,652,261 households. By 1985, the number of households was approximated at 1,752,000, a 6.0% increase. This increase was the result of smaller household size. In 1980 the average size was 2.77 persons per household. By 1985, this small number dropped again to 2.65 persons per household. (See Regional Report, Table 8.)

In 1980 there were 648,344 families in Wisconsin with children under the age of 18 years. A large majority of these families, 85%, were headed by married couples. Another 13% (84,427) of the families were headed by females who had no spouse present. About 2% of the households with children had another head of household--a father or other relative. (See Regional Report, Table 9.)

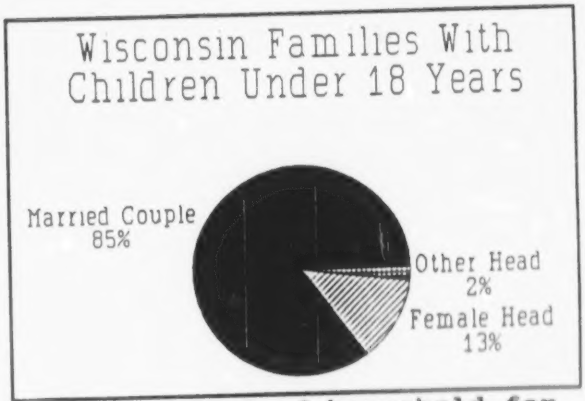

Figure 3. Head of household for families with children under age 18 (See Regional Report, Table 9.)

Poverty

In 1970, 7.4% of all families in Wisconsin, with and without children, were living in poverty. Nine years later, the family poverty rate had dropped to 6.3%. Between 1970 and 1980 Wisconsin had some of the smallest percentages of poverty in the Region. The percentage of families with children under age 18 living in poverty were characteristically higher--8.9% in 1980 (59,000 families). (See Regional Report, Table 10.)

Single parents in poverty. In 1980 approximately 9% of all families with children under age 18 were living in poverty. Of these poor families, 31,266 were headed by women with no spouse present. Statistics show that women alone are more likely to live in poverty. Single, female parents living in poverty head more than half of the families with children. (See Regional Report, Table 11.)

Children in poverty. Approximately 10.4% of all children in Wisconsin were living in poverty in 1980. That percentage places Wisconsin second from the bottom for poverty in the Region. (See Regional Report, Table 12.)

Educational Attainment

In 1980, 70% of Wisconsin's population over age 25 had received high school degrees. This was an increase of 19% over the number obtaining degrees in 1970. This was a typical increase in high school degrees for the entire Region. (See Regional Report, Table 13.)

Dropout rate. The US DOE reported an attrition rate for Wisconsin schools in 1984 of 15%. This was one of the lower dropout rates for the Region. The state did not report dropout rates by grade (Catterall 1988b).

Graduation rate. Wisconsin's percentage of graduation is typical for the Region. Between 1972 and 1984, the graduation rates went from 89%, down to 81%, and then back up to 85%. This pattern of a dip in 1980, followed by a resumption to near 1972 figures, was common across all of the states in the Region. At 85%, Wisconsin had the third highest percentage of graduation in the Region in 1984. (See Regional Report, Table 15.)

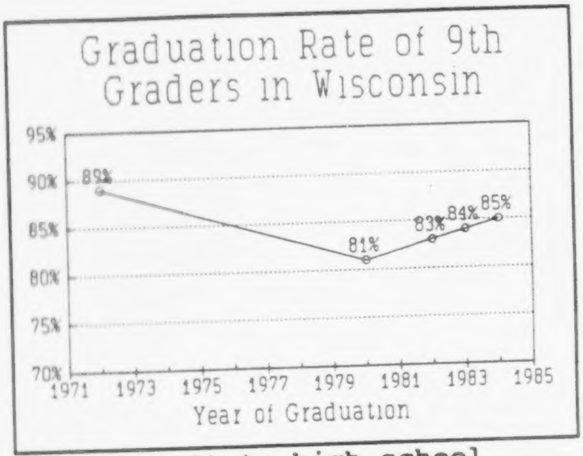

Figure 4. State high school graduation rate (See Regional Report, Table 15.)

Demographics of the Rural Population

Rural Population

In 1970 Wisconsin reported 34% of its population as rural. Ten years later the percentage was almost 36%, indicating a slight reversal of the trend to urbanization of the state. In 1980 Wisconsin tied with Indiana as the second most rural state in the Region. (See Regional Report, Table 16.)

Ethnic Groups in Rural Areas

The rural population in 1980 numbered just under 1,686,000 citizens. Most of that population, 98.6%, were white. Only .2% of the persons in rural areas were black. Another .2% were Asian or Pacific Islanders, and .5% were Hispanic in origin. About .9% of the rural population were American Indian, making them the most common ethnic minority group. (See Regional Report, Table 17.)

Age Trends in Rural Areas

The rural residents of Wisconsin have had a median age which is very similar to the median for the state's total population. For both 1970 and 1980 the difference between the two populations was just .2 years. In 1970 the median age for the rural population was 27.4; the median for the total population, 27.2. In 1980 the median age for the rural population was 29.6; the median for the total population, 29.4. The median age of both the rural population and the total population rose 2.2 years. (See Regional Report, Table 18.)

The percentage of children in rural Wisconsin declined by almost 12%. That was the biggest drop of any state in the Region. The proportions also changed: in 1970 there were proportionately more children in the rural areas than in the state as a whole; by 1980 there were fewer children in rural areas. In 1970 children composed 38% of the rural population, compared to 36% in the state. By 1980, children composed 26.4% of the rural population and 29% of the state. (See Regional Report, Table 19.)

Family Structure in Rural Areas

Of the families in the state with children under age 18, 38% lived in rural areas in 1980. This percentage reflects closely the percentage of general population living in rural areas (36%). (See Regional Report, Table 20.)

The rural families were more likely to have two parents in the family. Ninety-two percent of rural families with children were headed by a married couple. Only 6% of the rural families with children had single females as heads-of-household. Another 2% had other family situations. (See Regional Report, Table 20.)

Rural Poverty

The percentage of families with children and living in poverty is lower in rural areas than in the state as a whole. Approximately 8.7% of these families live with poverty incomes, compared to the 11.3% statewide. (See Regional Report, Table 21.)

The percentage of families with children living in poverty is much higher for farm families. In 1980 over 15% of these families were living with poverty incomes. (See Regional Report, Table 21.)

Single parents in poverty. In 1980, 33% of the rural single mothers with children had incomes under the poverty level. The percentage of single mothers in poverty is a little lower for the farm population, approximately 25%. (See Regional Report, Table 22.)

Children in poverty. Wisconsin is typical of most states in the Region for rural children in poverty. Approximately 10% of Wisconsin's rural children live in families whose incomes are under the poverty level. The proportion of children in poverty was a little lower for small towns, 8%. Farms, however, are another story. Approximately 18% of the children who lived on rural farms were living under the poverty level in 1980. When the school age group was considered for the total rural population--only ages 5 to 17--the percentages did not drop, and the percentages for small towns and rural farms dropped only 1%. The poverty numbers were generally the same for both school age and preschool children. (See Regional Report, Tables 23 and 24.)

Educational Attainment in Rural Areas

The proportion of the rural population over age 25 completing their high school education increased between 1970 and 1980 by almost 17%. In 1970 Wisconsin had the third lowest percentage of rural graduates in the Region, 45%. By 1980, Wisconsin had nearly the same rank, with a 62% educational attainment rate. The gains in attainment for the rural population were close to the gains for the total population. Overall, the attainment rates for rural areas were consistently several percentage points lower than the attainment rates for the total population. (See Regional Report, Tables 25 and 26.)

Demographics of the Urban Population

Urban Population

The population of the central cities in Wisconsin increased slightly between 1970 and 1980. In 1980 approximately 31% of the Wisconsin's population (1,463,000 people) lived in central cities within SMSAs as classified by the Census. Wisconsin had the median percentage of population and the fifth largest population count in central cities in the Region. In 1970 Wisconsin had a slightly lower percentage (30%) and lower count (1,346,000) in central cities. Between 1970 and 1980, the central city population increased by just .6% of the state's total population. (See Regional Report, Table 27.)

There are eleven cities with populations over 50,000 in Wisconsin. Milwaukee is easily the largest. Most of the large cities in the state have experienced population declines because of outmigration (U.S. Census, 1980; McNally, 1989).

Ethnic Groups in Urban Areas

Most of Wisconsin's ethnic minorities are located in the cities. The ethnic breakdown of the central cities is approximately 86% white, 12% black, 3% Hispanic, .7% Asian, and .6% American Indian. The central cities in Wisconsin have one of the smallest percentages of blacks and the second highest percentage of American Indians in the Region. (See Regional Report, Table 28.)

Table WI-1. Wisconsin Cities With Populations Over 50,000

City	Population in 1980	Population in 1987
Milwaukee	636,212	605,000
Madison	170,616	177,700
Green Bay	87,899	94,200
Racine	85,725	82,700
Kenosha	77,685	75,100
West Allis	63,982	64,000
Appleton	59,032	64,300
Eau Claire	51,509	55,000
Wauwatosa	51,308	49,600
Janesville	51,071	52,000
Waukesha	50,319	53,000
Oshkosh	49,620	51,900

Source: McNally, 1989.

Age Trends in Urban Areas

The 1980 median age for the central city populations in Wisconsin was 28.3 years. This was just over one year lower than the median for the state population. Between 1970 and 1980, the median age for central cities increased by 1.6 years. (See Regional Report, Table 29.)

Between 1970 and 1980 the age distribution in Wisconsin changed in the same pattern as in other states in the Region. The percentage of children under age 18 fell from 33% in 1970 to 26% in 1980, a drop of 7%. The adult population increased, in turn, as adults 18 to 64 years of age increased from 57% to 62%. The retirement age adult group increased from 10.4% to 12%. (See Regional Report, Table 30.)

Family Structure in Urban Areas

Approximately 29% of all Wisconsin's families with dependent children lived in the central cities in 1980. Families in central cities are less likely to have a married couple at the head of the family. Wisconsin has the median percentage of central city families headed by couples in the Region--74%. About 24% of the families were headed by female householders, and 3% were headed by another relative. In this state, one-fourth of the children in the central cities were living in single-parent households. (See Regional Report, Table 31.)

Of the 88,903 single mothers in Wisconsin listed on the 1980 U.S. Census, over 67% lived in urbanized areas. Moreover, the single parents are very likely to live in the central cities and not in the urban fringes. Just over 52% of the mothers alone with children live in the central cities of the state, as compared to 31% of the total population. (See Regional Report, Table 32.)

Urban Poverty

In the central cities of Wisconsin, there were slightly more than 192,000 families with children in 1980. Of these families, 26,000 were living with poverty incomes in 1980, or just over 13% of the central city family population. That figure is higher than the percentage for the entire state, and the median figure for the Region. (See Regional Report, Table 33.)

The Milwaukee-Racine SMSA in Wisconsin reports 8% of their populations classified as AFDC recipients. The AFDC rate per 1,000 population for the area was 81.5, which was the second highest of the ten areas rated for the Region. (See Regional Report, Table 34.)

Single mothers in poverty. Nearly two-fifths of the women in Wisconsin with children (no spouse present) were living with poverty incomes in 1980. Approximately 37% of the women in all urban areas and 41% of the women in the central cities were living in poverty. Wisconsin is about in the middle of the seven states in the Region on percentages of single mothers living in poverty. (See Regional Report, Table 35.)

Children in poverty. Urban areas in Wisconsin are tied for second lowest poverty rate for children in the Region. In 1980 approximately 11% of the children in urbanized areas and 16% of the children in the central cities were living in poverty. This is higher than the 10% poverty of the children in the state as a whole. (See Regional Report, Table 36.)

The central city of Milwaukee had a child population of 169,000. Of those children, almost 23% were living in families whose incomes were under the poverty level. That percentage is in the middle of the childhood poverty rates of the 13 major cities in the Region. Two-thirds of Milwaukee's poor children were living in poverty areas within the city. (See Regional Report, Table 37.)

Children living with single mothers are much more likely to be living in poverty conditions than are children from families with two adult caretakers. In central Milwaukee, 53% of the children with single mothers were living in poverty in 1979. This is more than twice the poverty level of all children in the city. (See Regional Report, Table 38.)

Ethnic groups in poverty. In Milwaukee the ethnic minority groups suffer a disproportionate amount of poverty. Only 8% of the white central city population was living in poverty in 1980. The percentages of minorities in poverty were much higher: black, 30%; American Indian, 25%; Hispanic, 23%; and Asian, 22%. Ethnic minorities, especially blacks, are more likely to live in the poverty areas, especially when they have a poverty income themselves. (See Regional Report, Table 39.)

Educational Attainment in Urban Areas

Educational attainment, for central city adults over age 25, has risen over the years as a result of improved availability of education and attrition of the older, less educated population. From 1970 to 1980 the central city attainment rates for Wisconsin's cities increased over 14%. The central city rate was 54% in 1970 and 69% in 1980; Wisconsin ranked third in the Region in both 1970 and 1980. (See Regional Report, Table 40.)

Usually, fewer adults in the central cities complete their high school educations than in the state as a whole. Adults in the central cities of Wisconsin have sometimes contradicted that pattern. In 1970 the central cities had a 3% higher attainment rate than the state; in 1980, however, they did have an .8% lower rate. (See Regional Report, Table 40.)

In 1980 it was estimated that 64% of Milwaukee's population over the age of 25 had completed a high school degree. By ethnicity, 67% of the white population had completed high school, 53% of the black, and 41% of those of Hispanic origin. (See Regional Report, Table 41.)

Economy in Wisconsin

Economic Activities

Wisconsin has the fifth total gross product in the Region. In 1984 earnings totaled $41,228 million. About 38% of the state gross income comes from Goods production: 33% from manufacturing, and 5% from mining and construction. Over 58% of Wisconsin's gross product comes from Services and related areas: services, 17%; government, 14%; retail trade, 9%; finance, insurance and real estate, 5%; and other services, 13%. Farming accounts for 4% of the state's gross product, and Wisconsin ties with Minnesota for the second state in the Region for agriculture. (See Regional Report, Table 42.)

Manufacturing accounts for 30% of the gross state product. Non-electrical machinery, food products, and paper products lead the list of importance. Most of the manufacturing is done in the state's 13 metropolitan areas, especially the top four.

Dairying is the most important type of farming in the state, and Wisconsin leads the nation in milk production. Dairying accounts for 55% of the income from farm products yearly. Beef cattle and hogs are the next important products, followed by grain for feed, barley, soybeans, tobacco, and wheat. The state also produces a large quantity of fruits and vegetables.

Mining only accounts for 1% of the gross state product. Stone and gravel are the only mining products and those are used within the state for construction.

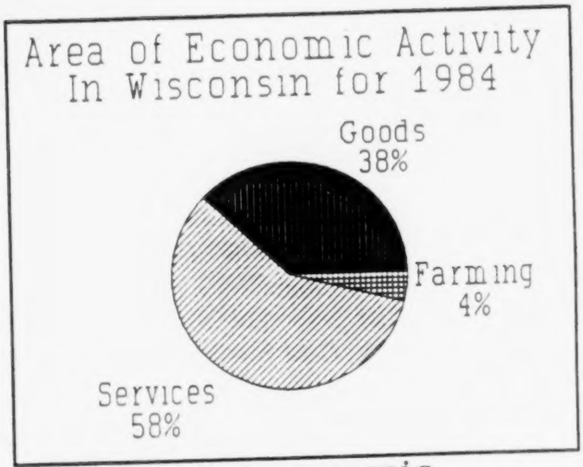

Figure 5. State economic activity (See Regional Report, Table 42.)

Personal and Household Income

In 1979 the median household income in Wisconsin, $17,680, was in the middle of the seven states in the Region. The earning power of people in Wisconsin, as well as the other states in the Region, dropped during the first half of the 80s. From 1979 to 1985 the per capita median income, in constant 1985 dollars, dropped from $10,731 to $10,298. (See Regional Report, Table 43.) Estimates of incomes have risen since then. In 1987 estimates of the state median household income, $26,138, gave Wisconsin the median rank in the Region.

Unemployment

Wisconsin has been significantly affected by the unemployment trends of the 80s. In 1970 the unemployment rate was listed at 4.0%. In 1980 it was 10.7%, the third lowest in the Region. By 1986, the unemployment rate had lowered to 7.0% and was one of the lower ones in the Region. (See Regional Report, Table 44.)

Economy in Rural Wisconsin

Rural Economic Activities

Economic sector dependency in rural areas. Almost one-third of Wisconsin's non-metro counties are dependent on manufacturing. Eighteen of Wisconsin's 51 non-metro counties meet the minimum requirement for sector dependency in manufacturing. One-fourth, or 15, of the non-metro counties are dependent on agriculture. Only 7%, or four of the counties, meet the requirements for dependency on government. One-third, or 20 of the counties, are dependent upon a variety of other activities. None of the non-metro counties are dependent on mining. (See Regional Report, Table 45.)

Rural Unemployment

The unemployment rate in non-metro Wisconsin in 1983 was 12.2%. By 1987, it had fallen to 7.5%. That was a 38.5% rate of change from 1983 to 1987. (See Regional Report, Table 46.)

Economy in Urban Wisconsin

Median Household Income

The median household income in 1987 for the state was $26,138. (See Regional Report, Table 47.) The following table lists the per capita and median household incomes of the largest cities in the state. Kenosha leads the list for per capita income and median household income. Milwaukee has the lowest figures for both.

Table WI-2. Per Capita and Median Household Incomes of Largest Wisconsin Cities in 1987

City	Per Capita Income 1987	Median Household Income 1987
Milwaukee	$12,388	$23,462
Madison	$14,330	$24,899
Green Bay	$12,344	$23,737
Racine	$13,025	$26,696
Kenosha	$14,961	$32,555

Source: McNally, 1989.

Student Population

Enrollment. Enrollment in Wisconsin's schools was over 804,000 in 1981. The enrollment has fallen since then, in a pattern consistent with most of the Region. Enrollment fell to over 772,000 in 1987. It increased to 783,000 in the current 1989-90 school year. (See Regional Report, Table 48.)

Age trends. The trend downward has been tempered in the past few years by small enrollment increases in the lower elementary grades. In the early 80s, the children of the baby boomers started school and enrollment increased somewhat. From the total enrollment figures by grade, it would appear that enrollment began to increase in 1982 in Wisconsin. The greatest increase appeared in 1986 when the entering kindergarten class numbers were up by about 3,000 over the prior year. The growth in enrollment slowed after that year. (See Regional Report, Tables 48 and 49.)

Average daily membership and attendance. The average daily attendance has dropped in Wisconsin in recent years. In the 1980-81 school year, the attendance was 96.4%; in 1986-87 the attendance was 93.8%. (See Regional Report, Table 50.)

Ethnic groups. Wisconsin typically has had the median percentage of minority students in the Region. In 1987, 13% of all public school students were members of a minority group. Most of these students, 8.4%, were black. Approximately 2.2% of the students were Hispanic, 1.2% were American Indian, and 1.5% were Asian. (See Regional Report, Table 51.)

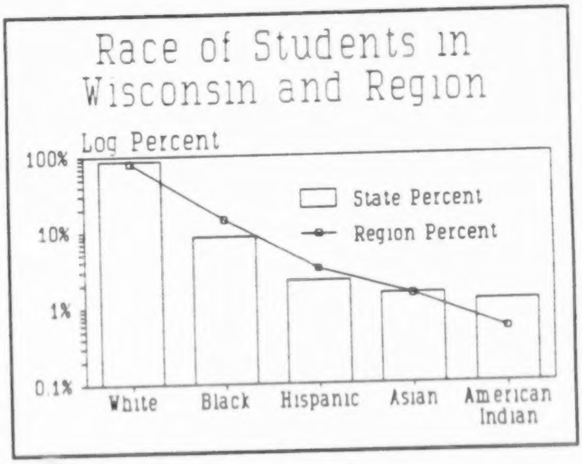

Figure 6. State versus Region student ethnic groups (NOTE: Percent is shown on a log scale to better display smaller percentages; see Regional Report, Table 51.)

Chapter 1 and financial need. In Wisconsin for the 1988-89 school year, 60,174 children were served by Chapter 1. This is based on a formula count for financial need of 100,487 students. (See Regional Report, Table 52.)

Free school lunch. In Wisconsin during 1987, about 17% of the students received free school lunch. Wisconsin ranks near the middle of the Region on this issue. (Regional Report, Table 53.)

Teaching Staff

Numbers. Wisconsin employed 47,721 teachers in 1987. The teachers compose 59% of the total staff. That percentage is the highest of the states in the Region. (See Regional Report, Table 54.)

Student-teacher ratio. The student-teacher ratio in Wisconsin in the 1987-88 school year was the second lowest in the Region, at 16.2 students for each teacher. The ratio of total staff, including administration and special services as well as teachers, is slightly below the median (9.7) in the Region, at 9.6. (See Regional Report, Table 54.)

School Buildings

Numbers. Wisconsin was the median in the Region for the number of schools in the 1987-88 school year. There were 2,002 schools at that time. (See Regional Report, Table 55.)

Size. Wisconsin schools are generally small. The mean average enrollment for Wisconsin schools in 1987-88 was 386. The median enrollment was 332. (See Regional Report, Table 56.)

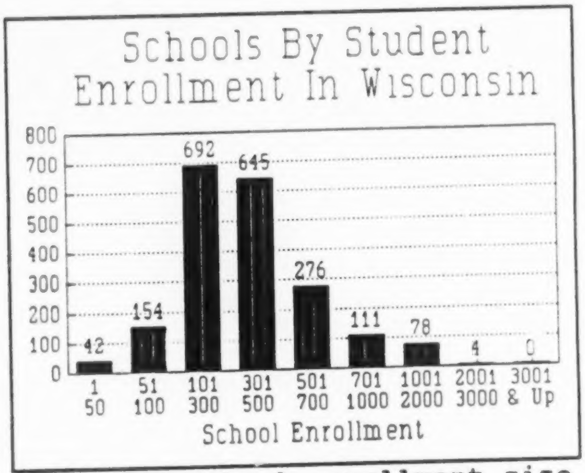

Figure 7. School enrollment size (See Regional Report, Table 57.)

About two-thirds, of the schools in Wisconsin have from 101 to 500 students: 1,337 schools were in this category. Only 10% of the schools have enrollments of under 100 students. The remaining 23% enroll more than 501 students. Of these, four schools have enrollments of 2,001 to 3,000. (See Regional Report, Table 57.)

Age of buildings. Wisconsin has 58 instructional buildings which were erected before the turn of the century. The largest number of buildings (695) was constructed between 1950 and 1959. As enrollment has declined, building has slowed. From 1980 to 1988 only 44 schools were built in the state. (See Regional Report, Table 58.)

School Finance

Costs per pupil. In 1969-70, 1979-80, and 1985-86 spending on pupil expenditures steadily increased. Based on average daily attendance, in the 1959-60 school year Wisconsin spent $1,530 per pupil; and in 1985-86, $4,168 per pupil, ranking second in the Region for expenditures. (See Regional Report, Table 59.)

Sources of revenue. Wisconsin leads the Region in local funding of education. The state receives only one-third of its school funds from state funding sources. Local sources supply an outstanding 61% of the educational budget. The remaining 4.7% is supplied by the federal government. (See Regional Report, Table 60.)

Expenditure categories. Nearly 62% of 1984-85 school expenditures in Wisconsin were used for direct instructional purposes. Wisconsin spends 36% of its educational dollars on support services. About 2% of educational expenditures are for non-instructional expenses. (See Regional Report, Table 61.)

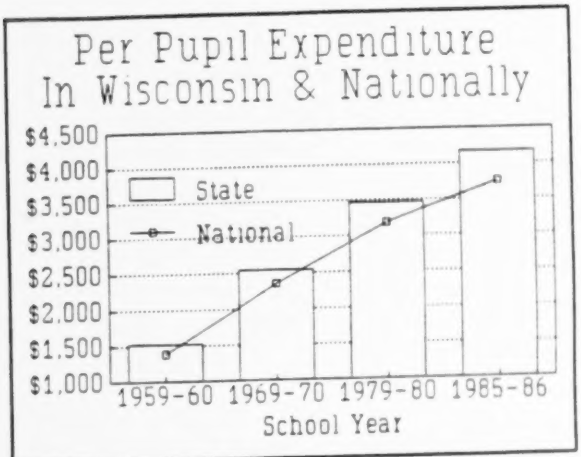

Figure 8. Per pupil expenditures in state and nation (See Regional Report, Table 59.)

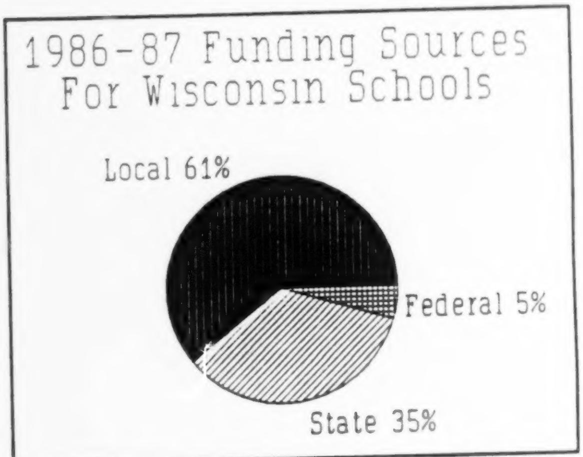

Figure 9. State school funding sources (See Regional Report, Table 60.)

Education for Rural Students

Rural Student Population

Enrollment. Approximately 25% of the students in Wisconsin live in rural areas. That figure classifies Wisconsin near the middle of the Region in percentage of rural students. (See Regional Report, Table 62.)

Ethnic groups. While 13% of the students in the state are members of a minority, only 3% live in rural locations. The few minority students are most likely to be American Indian since they are the largest group, just under 2%. Blacks make up .3% of the rural school enrollment; Hispanics, .72%; and Asians, .41%. (See Regional Report, Table 63.)

Free school lunch. Free school lunch percentages are very similar between the rural and total populations, with only a .7% difference. About 18% of the students in rural Wisconsin receive free school lunch. (See Regional Report, Table 64.)

Teachers

Numbers. There were 22,000 teachers reported in Wisconsin's rural areas in the 1987-88 school year. (See Regional Report, Table 65.)

Student-teacher ratio. The rural student-teacher ratio in Wisconsin is slightly lower than the figure for the total state population. There are approximately 15.5 students for each teacher, compared to 16.1 in the state. This is one of the lower rural student-teacher ratios in the Region. (See Regional Report, Table 65.)

School Buildings

Numbers. Approximately 38% of the schools in Wisconsin are situated in rural locations. This is twice the percentage of rural students in the state and is an indicator of a widely dispersed rural population. (See Regional Report, Table 66.)

Size. Compared with state averages, rural schools are much smaller. The average school in a rural location of Wisconsin houses 253 students. The median school in a rural location has 220 students. The average number of students enrolled in rural schools is smaller than the state average by 133 students; the median of rural schools is smaller than the state median by 112 students. (See Regional Report, Table 67.)

Almost 69% of the rural schools in Wisconsin have an enrollment of less than 300 students. Another 23% of the schools are between 301 and 500 students. Only 8% of the schools have a student body of over 500 students. (See Regional Report, Table 68.)

Education for Urban Students

Urban Student Population

The following urban descriptions have been taken from the Common Core of Data for the 1987-88 school year. The information for cities over 400,000 and for mid-sized cities, under 400,000, was used to present a picture of the urban school population.

Enrollment. In Wisconsin, 223,248 students were identified as going to school in very urban areas. That number represents more than one-fourth of the students in Wisconsin, 29%. Wisconsin ranked second in the Region for the percentage of urban students. (See Regional Report, Table 69.)

Ethnic groups. About 30% of the urban students in Wisconsin are members of minority groups. The urban schools of Wisconsin have a 70% white enrollment. The minority breakdown indicates that blacks make up most of Wisconsin's minority students. About 21% of the students were black, 5% were Hispanic, 3% were Asian, and 1% were American Indian. (See Regional Report, Table 70.)

Chapter 1 and financial need. In Milwaukee, Wisconsin's largest city, over 17,000 students were served by Chapter 1. The poverty figures used for making Chapter 1 funding decisions in these cities totaled nearly 48,000 students in financial need. (See Regional Report, Table 71.)

Free school lunch. In Wisconsin, as in other states in the Region, urban students are more likely to be receiving free school lunch. Almost 25% of the urban student receive free school lunch. This figure is 7% higher than the percentage of students receiving free lunch in the entire state. (See Regional Report, Table 72.)

Teachers

Numbers. There were 13,543 teachers in large city schools in the 1987-88 school year. (See Regional Report, Table 73.)

Student-teacher ratio. Class size is about the same in urban schools as in the average schools in the state. The urban classroom in Wisconsin has an average of .5 fewer students.

The ratio for urban schools is 16.6 students for each teacher. (See Regional Report, Table 73.)

School Buildings

Numbers. Wisconsin has 424 schools located in urban areas representing 21% of the entire network of schools in the state. A total of 107 schools are in very urban areas. This is nearly 5% of the total schools in the state. (See Regional Report, Table 74.)

Size. In Wisconsin, urban schools are much larger than the average schools. The mean enrollment in urban schools was 527 in 1987, compared to the general state average of 386. The urban schools had an average of 141 more students. The median number of students in an urban school was 428, compared to the state median of 332, a difference of 96 students. (See Regional Report, Table 75.)

The majority of urban schools enrolled between 301 and 500 students: 37% of the urban schools fell in this range. Twenty-three percent of the urban schools were smaller than this number, most at the 101 to 300 range. The remaining 40% were larger, with enrollments of 501 and up. About 20% of the schools enrolled between 501 and 700 students. There were four schools with enrollments of between 2,001 and 3,000 students. (See Regional Report, Table 76.)

Rural and Urban Issues in State School Planning

Schools and districts in Wisconsin are not usually classified as rural and urban. Such a division is not considered useful because of the diversity of populations within some school districts.

State Board personnel assume special assignments for rural and urban areas as part of their other work: the special assignments account for about 20% of the job for some people. No staff is specifically designated as rural or urban personnel. There is an organization of small school districts in the state and they work together on special rural needs.

Districts in very rural areas have difficulty attracting qualified teaching staff, especially for special education and other at-risk students. Maintaining the services of psychologists and social workers is difficult. Rural districts also have concerns over transportation for students. Access to resources is a problem. The lack of population density forces the districts to do cooperative programs and share resources of various kinds.

Some rural areas have migrating populations. In one community, a six-block area had 30 family changes in a four-year period. The problems of child care are just as profound in rural areas as they are in the urban areas of the state.

Milwaukee has 13% of the population in Wisconsin and is so much bigger than anything else in the state that it attracts a lot of attention. It also has more than its share of problems. The city has by far the highest percentages of poverty, dropping out, teenage pregnancy, and ethnic minorities who require special services. These problems are not unique to the city, but they are more pronounced because of the great numbers of students. Some state statutes and programs apply only to Milwaukee because of its special needs.

The State Board now meets regularly with the Health and Welfare Department to work on state and local issues. They can decide what problems and populations to target, and develop plans for implementation.